



Graduate Catalog 2016-2017

There are those who seek knowledge for the sake of knowledge,
that is curiosity.

There are those who seek knowledge to be known by others,
that is vanity.

There are those who seek knowledge in order to serve,
that is love.

—Bernard of Clairvaux (1090-1153)

Founded 1846

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TAYLOR

UNIVERSITY

GRADUATE SCHOOL



Information in this catalog, while current at the time of printing, is subject to change based on enrollment, faculty availability, and other considerations. Taylor University reserves the right to withdraw a course or program or to limit its enrollment when, for any reason, it becomes impractical to offer it as previously scheduled.

While Taylor University publishes program information and materials and provides advising, the student is ultimately responsible to ensure his or her academic program fulfills all graduation requirements. The University reserves the right to withdraw a previously awarded degree if the University subsequently determines that the degree requirements were not met appropriately.

Taylor University operates graduate programs on the campus located in Upland, Indiana as well as online in a blended format..

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Our Heritage, Mission, and Life Together

The year 2016 marks the 170th anniversary of the founding of Taylor University. During the year of 1846, the United States annexed New Mexico as a territory; admitted Iowa as the 29th state in the Union; and declared war on Mexico. Electric arc lighting was introduced in Paris; Elias Howe patented the sewing machine in America; John Deere constructed the first plow with a steel moldboard; and American dentist W. T. Morton introduced ether as an anesthetic, all in the same year. In the literary world, Henry Wadsworth Longfellow published "The Belfry of Bruges" and Herman Melville published "Typee." In London, Charles Dickens introduced the first cheap English newspaper, the Daily News, and the Evangelical Alliance was founded. In Ireland the failure of the potato crop caused a famine, which would send thousands of Irish immigrants to America. Also in 1846, the Smithsonian Institute was established in Washington D.C., and certain political and religious movements in America gained momentum in advocating the emancipation of black slaves and promoting expanded rights for women.

Forged in the fire of intense religious beliefs, Taylor University was destined to become one of the oldest evangelical Christian colleges in America. Conceptualized with the conviction that women as well as men should have an opportunity for higher education, Taylor University began as Fort Wayne Female College in Fort Wayne, Indiana, and then became Fort Wayne College. Following the example of Oberlin College (which became the first coeducational college in America and the first to award college degrees to women in 1841), Fort Wayne College became coeducational in 1855. In 1890, the school merged with the Fort Wayne College of Medicine and changed its name to Taylor University in honor of Bishop William Taylor, an energetic missionary evangelist possessed with unusual vitality of commitment and devotion. Bishop William Taylor became a symbol of the values and ideals of the college. His voluminous writings including many books on preaching and missions and extensive worldwide missionary endeavors resulted in his being the first lay pastor to be named a bishop of the Methodist Church.

In 1893 because of the population boom in the central part of the state, Taylor University moved to Upland, Indiana. Nearly 100 years later in 1992, Taylor University reestablished its presence in Fort Wayne by acquiring Summit Christian College. (Summit had started in 1895 with the sponsorship of the Missionary Church Association and the spiritual leadership of Joseph P. Ramseyer and Daniel Y. Schultz.) In 2009, undergraduate programs at Taylor University Fort Wayne (TUFVW) were discontinued and consolidated on the main campus in Upland.

Graduate education was a part of Taylor University beginning in 1890 with the medical school. During the first decade after the university moved to Upland, the medical school merged into what became in 1908, the Indiana University Medical School. The early part of the 20th century saw a wide variety of graduate programs and degrees including the Ph.D. The World War II years saw the end of graduate education until graduate offerings were reinstituted and approved by the Higher Learning Commission in 2003. The Graduate School was founded in 2008 to oversee existing programs and initiate new graduate programs.

With this heritage, Taylor University entered the twenty-first century. Taylor University's historian Dr. William Ringenberg noted, "The intellectual revolution at the turn of the century cracked the spiritual foundations of major universities" in America by challenging the role of the Christian worldview. "This, coupled with the dehumanizing of education" and the unrest caused by "the inability of secular education to guide students in their quest for meaning" helped to further shape, strengthen, and define Taylor's Christian educational mission. For 170 years, Taylor has been faithful to that mission.

Taylor University trustees, administrators, faculty, staff, and students stand committed to our heritage of Christian commitment and academic excellence.

Implementation of Mission – A Christian Liberal Arts College

Taylor University is an evangelical, independent, interdenominational Christian liberal arts university in which all programs are shaped by a biblical, Christian worldview and the integration of faith, learning and living within a community of intentional Christian nurture and relationships.

Taylor is distinctive in its commitment to both spiritual and intellectual development as symbolized by the twin spires of the Rice Bell Tower. Academic pursuits at Taylor are rigorous, demanding imagination, dedication and integrity from both students and faculty. As a Christian institution, Taylor University has highly capable, supportive faculty who recognize that all truth has its source in God. Students' quests for truth begin with this conviction and relate to all aspects of the liberal arts curriculum.

Taylor University carries out its mission and purposes primarily by offering undergraduate programs in its residential campus setting. Within this environment, curricular and co-curricular programs advance the holistic development of students expressed through servant leadership, global and civic engagement, service, and life-long learning. These programs engage students through collaborative faculty-student research, experiential and service learning, internships, and international study.

The University offers focused graduate programs that expand and complement curricular and institutional strengths. Taylor University Online offers select undergraduate and graduate courses, including summer school opportunities, and programs for students who are not in residence.

The University employs dedicated faculty, professional, and support services personnel who align with its mission and enable outstanding programs within a culture of continuous quality improvement.

Taylor's campus reflects a vision of physical facilities that combines aesthetics, functionality, and timely maintenance.

The University's location in the pastoral, small town environment of Upland, Indiana, seventy miles north of Indianapolis and fifty miles south of Fort Wayne, complements a commitment to foster interpersonal relationships that edify, enrich, and value all members of the University community. The proximity to metropolitan areas provides numerous benefits, including access to specialized healthcare and cultural and entertainment opportunities including music, theater, art, professional athletics and commerce. There are also several nature preserves, state parks and outdoor recreational areas reachable within two hours or less.

Mission, Purposes, and Anchor Points

The mission of Taylor University is to develop servant leaders marked with a passion to minister Christ's redemptive love and truth to a world in need.

In order to advance this mission, Taylor University is committed to the following purposes:

- To provide whole-person education, involving students in learning experiences imbued with a vital Christian interpretation of truth and life which foster their intellectual, emotional, physical, vocational, social, and spiritual development.
- To offer liberal arts, professional, and lifelong education based upon the conviction that all truth has its source in God, and that being biblically anchored, the Christian faith should permeate all learning leading to a consistent life of worship, servant leadership, stewardship, and world outreach.
- To create specific experiences wherein the integrative focus of a Christian liberal arts education is clarified, personalized, and applied.
- To contribute to the advancement of human knowledge and understanding and serve the evangelical Christian church and the larger (public) community for the glory of God.
- To foster a biblical model of relationships that acknowledges both unity and diversity of the followers of Christ within a covenant community and which can be evidenced in a continuing lifestyle of service to and concern for others.
- To maintain and foster appropriate and effective support services that enable maximum program effectiveness throughout the University.

Anchor Points

- Biblically Anchored
- Christ Centered
- Faith Learning Integrated
- Liberal Arts Grounded
- World Engaging
- Whole Person Focused
- Servant Leader Motivated

Statement of Faith

To more explicitly define the meaning of Christian higher education as used in the Articles of Incorporation, and the methods and policies by which the proposed results are to be achieved through the University or any affiliated educational institution under the control of the University, the following statements of belief and practice are set forth:

Taylor University is firmly committed to the lordship of Jesus Christ and evangelical Christianity. To ensure the central place of Christian principles in the philosophy and life of the University, the trustees, administration, faculty, and staff believe:

- There is one God, eternally existent in three persons—Father, Son, and Holy Spirit—the ultimate Creator and Sustainer of all things in heaven and on earth.
- The Holy Bible is the only inspired, authoritative written word of God, progressively revealing God's will for humankind.
- Jesus Christ is the living Word of God who made known and carried out God's plan of redemption through His virgin birth, sinless life, atoning death, bodily resurrection, and ascension, and who will return in power and glory.
- The Holy Spirit is present in the life of the believer, testifying to the lordship of Christ and enabling the believer to live a godly life.
- Humankind, though uniquely created in God's image, rebelled and stands in need of redemption.
- God graciously extends salvation to anyone who comes to Christ by faith.
- The Church is the community of believers who express their unity in Christ by loving and serving Him, each other, and all people.



Implementation of the Mission and Purposes

Taylor University carries out its mission and purposes through the operation of its educational programs centered on the campus in Upland, Indiana. The offices of Taylor University Online and WBCL are located in Fort Wayne, Indiana. All Taylor University programs hold to a Christian worldview and are characterized by the integration of faith and learning.

The Upland campus serves Christian men and women in a community that consists largely of traditional and non-traditional college students living in a residential campus setting and pursuing baccalaureate and master's level degree programs.

Life Together Covenant Implementation Guidelines for Graduate Students

The Taylor University Life Together Covenant (LTC) is intended to foster Christ-centered community. This covenant sets forth the principles and guidelines that have allowed Taylor University and its students, faculty, and staff to enjoy an atmosphere that encourages integrity in faith and relationship. Throughout most of Taylor's history, the LTC has governed a relatively homogeneous student body of full-time, traditional age, on-campus students. However, with the addition of adult and graduate programs the student body now contains a significant number of adult learners, who may be at different developmental levels and who interact with the university community in ways that are different than the traditional undergraduate student.

Graduate students, like all members of the community, are expected to strive to meet the Biblical Expectations outlined in the Life Together Covenant. The University Expectations described in the Covenant are not intended to measure spirituality or to promote legalism. Nevertheless, Galatians 5:13-14 reminds us that while we were called to be free, our freedom is best used when we serve one another in love (Romans 14; 1 Corinthians 8, 10:23-33). Graduate students will be expected to uphold the University Expectations while they are on campus, during off-campus class sessions, on other off-campus university-sponsored events, in all University buildings and vehicles, and in the presence of traditional age Taylor undergraduate students. Choices made outside of these locales or situations will be left to the discretion of the graduate student, being mindful of their representative role of the University.

The University will handle non-compliance with the LTC according to the procedures outlined in the Student Handbook.



The Life Together Covenant

Responsibilities and Expectations for Community Life at Taylor University

Introduction

Taylor University is a community of Christians intentionally joined together for academic progress, personal development and spiritual growth. The mission of Taylor University is to develop servant leaders marked with a passion to minister Christ's redemptive love and truth to a world in need.¹ Together we seek to honor Him by integrating biblical faith and learning while our hearts and lives embrace the process of maturing in Christ.

The Taylor community consists of those who, in furtherance of our mission, are living together in intentional, voluntary fellowship, aware that we are called to live our lives before a watching world. Although primarily centered on the Upland campus, this community is not defined by geography, but rather by active engagement in the Taylor educational mission.

The Life Together Covenant (LTC) identifies the expectations for living in community as we seek to fulfill our mission. It is impossible to create a community with expectations totally acceptable to every member. Nevertheless, certain responsibilities and expectations must be specified to assure orderly community life. When individuals join the Taylor community, they freely and willingly choose to take upon themselves the responsibilities and expectations outlined in this covenant. The University Expectations are not intended to measure spirituality or to promote legalism. Nevertheless, Galatians 5:13-14 reminds us that while we were called to be free, our freedom is best used when we serve one another in love. (Romans 14:1-23; 1 Corinthians 8:1-13, 10:23-33)

A foundational support for the Life Together Covenant is the Taylor University Statement of Faith. The Statement of Faith affirms that the Bible is the inspired and authoritative word of God, and it provides the essential teachings and principles for personal and community conduct. The Statement of Faith also affirms the presence of the Holy Spirit in every believer; God, through the Holy Spirit, places in every believer the inner resources and attributes to minister to others through supportive relationships.

¹ *Taylor University Mission Statement*

Biblical Responsibilities

Responsibilities for Loving God, Others, and Self

We glorify God by loving and obeying Him. Because we are commanded to love one another, relationships and behaviors which reflect such love confirm our allegiance to God and are glorifying to Him. (Matthew 22:36-40; John 15:11-14; Romans 15:5-6)

Living in daily fellowship with other Christians is a privilege and an expression of God's will and grace. In recognition of this privilege, great value is placed on the quality of relationships in our community. We acknowledge that we are living in a fellowship where we are dependent on and accountable to one another. The New Testament word for fellowship is *koinonia*, which is translated as a close mutual relationship, participation, sharing, partnership, contribution, or gift. Members, therefore, are encouraged to seek opportunities to demonstrate *koinonia*. (1 Corinthians 12:12-31; Ephesians 4:1-6)

All persons are created in the image of God, and each person is known by God and knit together in the womb with intentional design. God's attention to creative detail is uniquely applied in each person in whom is given the capacity to love God with heart, soul, mind and strength. The commandment to love our neighbor as ourselves reminds us of our potential to minister to others while at the same time recognizing our own need for care and support. (Psalm 139:13-14; Mark 12:29-31; 1 Corinthians 6:19)

Responsibilities for Community

Within our community the greatest expression of fellowship and the highest principle for relationships is love. Since God first loved us, we ought to demonstrate love toward one another. (1 John 3:11, 16, 18; 4:7-21) For the purpose of our community we have identified the following specific expressions of love as being among the most desirable.

- **Building Up One Another:** We expect each member of the community to strive consciously to maintain relationships that support, encourage and build up one another. (Romans 15:1-2)
- **Making Allowance for One Another:** Because of our fallenness, difficulties in relationships do occur. In such cases we are to respond with compassion, kindness, humility, gentleness and patience, making allowance for each other and forgiving one another. (Colossians 3:12-13)
- **Caring for One Another:** We are responsible to come alongside those experiencing grief, discouragement, illness, tragedy, or other personal trials. Expressions of bearing one another's burdens include comfort, encouragement, consolation and intercession. (Galatians 6:2)
- **Respecting One Another:** Because of the God-given worth and dignity of persons, each member of the community is expected to be sensitive to the image of God created in every person. Therefore, discrimination against others on the basis of race, national origin, age, gender or disability is not acceptable. Any kind of demeaning gesture, symbol, communication, threat or act of violence directed toward another person will not be tolerated. (Colossians 3:11-14; 1 John 3:14-18)
- **Speaking the Truth in Love:** A community such as ours can be strengthened by speaking the truth to each other with love. Problems in relationships and behavior can be resolved constructively by confronting one another in an appropriate spirit. If the welfare of the one being confronted is paramount and if the confronter is motivated by and acting in love, the process can produce growth. (Ephesians 4:15)
- **Reconciliation, Restoration and Restitution:** Healing broken relationships is necessary for a healthy community. When relationships have been harmed, regardless of the reason, individuals are expected to reach out to one another, forgive one another, restore relationships and make restitution. (Matthew 5:23-24; 18:15-17)

Responsibilities for Individual Attitudes and Behavior

- **Attributes of the Heart:**

Scripture gives us mandates for daily living through the Ten Commandments and the Sermon on the Mount. (Exodus 20:2-17; Matthew 5-7) In addition, Scripture teaches that certain attributes are available to individuals through the Holy Spirit. These attributes include: "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law." (Galatians 5:22-24 NIV) This "fruit of the Spirit" is to be sought, encouraged and demonstrated in our relationships. We are also called to live lives characterized by peace and holiness. (Hebrews 12:14) In contrast to encouraging these positive attributes of the heart, Scripture condemns injustice and attitudes such as greed, jealousy, pride, lust, prejudice and hatred. Although these attitudes are sometimes difficult to discern, they can hinder relationships with God and others and lead to unacceptable behavior. (Galatians 5:19-21; Ephesians 4:31; Micah 6:8)

- **Prohibited Behaviors**

Certain behaviors are expressly prohibited in Scripture and therefore are to be avoided by all members of the community. They include theft, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity, crude language, sexual immorality (including adultery, homosexual behavior, premarital sex and involvement with pornography in any form), drunkenness, immodesty of dress and occult practice. (Mark 7:20-23; Romans 13:12-14; 1 Corinthians 6:9-11)

- **Academic Integrity and Truthfulness**

As a Christ-centered University community we apply biblical responsibilities for honesty to all forms of academic integrity. Plagiarism is forbidden; we expect truthfulness and fidelity to be expressed in every learning context. (Luke 16:10; Ephesians 4:25)

- **Submission to Civil Authority**

In keeping with scriptural admonitions to bring ourselves under the authority of government, members of the Taylor community are expected to uphold the laws of the local community, the state and the nation. An exception would be those rare occasions in which obedience to civil authorities would require behavior that conflicts with the teaching of Scripture. On such occasions, each individual would submit voluntarily to the penalty for his or her behavior. (Romans 13:1-7) Behavior resulting in arrest on or off campus is subject to review within the University's disciplinary procedures.

University Expectations

In addition to subscribing to the section on Biblical Responsibilities, members of the Taylor University community voluntarily commit themselves to the following expectations of behavior. This commitment results from the conviction that these expectations serve the common good of the individual and the institution. These expectations are not set forth as an index of Christian spirituality, but rather as values and standards of the Taylor community and guidelines that serve to preserve the ethos of the campus communities. Furthermore, they reflect our commitment to helping each member of the community grow in maturity and in the ability to make wise choices. Because of the importance of trust and responsibility to one another, violations of these expectations are regarded as a serious breach of integrity within the community. The following expectations apply to all members of the campus communities: the faculty, staff, and students of Taylor University.

- **Worship**

Corporate worship, prayer, fellowship and instruction are essential for our community. Therefore, students, faculty and administrators are expected to attend chapel. Faithful participation is understood as a mature response to our community goals. We expect that individual honor and commitment to the Taylor community will motivate us to attend chapel. In addition, members of the community are encouraged to participate in the life of a local church.

- **Lord's Day**

Members of the community are to observe this day as a day set apart primarily for worship, fellowship, ministry and rest. While activities such as recreation, exercise and study may be a part of the day, "business as usual" relative to University programs and services will not be sanctioned or encouraged.

- **Entertainment and Recreation**

The University expects its members to use discretion and discernment in their choices of entertainment and recreation (some examples include media, Internet usage, and games). Each year, Student Development may sponsor a limited number of on-campus dances for the campus community. The University also considers the following forms of dance as acceptable for the campus community: sanctioned folk dances, dances that are designed to worship God, dancing at weddings, and the use of appropriate choreography in drama, musical productions, and athletic events. In order to preserve and enhance our intentional community, other social dancing is not permitted on or away from campus. Activities and entertainment that are of questionable value or diminish a person's moral sensitivity should be avoided. Consideration for others and standards of good taste are important, and all activities should be guided by this principle.

- **Illegal and Legal Substances**

Taylor University prohibits the possession, use or distribution of illegal substances and the abuse or illegal use of legal substances, including prescription and over-the-counter medication.

- **Tobacco**

Recognizing that the use of tobacco is injurious to one's physical health, members of the campus communities will not possess, use, or distribute tobacco in any form on or off campus. In addition, our campuses are smoke free.

- **Alcoholic Beverages**

The community recognizes the potential risk to one's physical and psychological well-being in the use of alcoholic beverages. It also recognizes that use of alcoholic beverages can significantly and negatively impact the community. Accordingly, faculty, staff and students will refrain from the use of alcoholic beverages. Alcoholic beverages are not served at any University functions or programs on or off campus.

- **Gambling**

Gambling (the exchange of money or goods by betting or wagering) is viewed as an unwise use of God-given resources and is not acceptable in any form.

- **Respect for the Property of Others**

Members of the community are expected to respect the property of others, including University property, private property on and off campus, and public property. The intellectual property of others is also to be respected.

- **Policies and Procedures**

Compliance with day-to-day policies and procedures of the community is expected from members. These routine items are listed in the Student Life Handbook, the Master Policy Manual, and the University catalog.

Application

The University affirms that the Biblical Responsibilities and University Expectations outlined herein lead to responsible citizenship and positive and healthy lifestyle, and they support the fulfillment of the University mission. While members of the community are encouraged to follow the principles of this LTC throughout the year, it is specifically applicable for students while they are actively engaged in the educational mission (Fall Semester, Interterm, Spring Semester, and Summer Term, including Thanksgiving and spring breaks) or are representing Taylor in any off-campus events. For employees, it is specifically applicable during the periods of their service or employment contracts.

Conclusion

The book of Colossians provides an appropriate summary of the goals for our community:

"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. And be thankful. Let the message of Christ dwell among you richly as you teach and admonish one another. . . . And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him." (Colossians 3:12-17 TNIV)

Approved by the Taylor University Board of Trustees 02/15/2013

Multicultural Philosophy Statement

We believe in equality of all people as imbedded in biblical teachings and as an integral part of Christian commitment. We acknowledge that this is affirmed in the Constitution of the United States of America. We believe in an environment in which people can live and work cooperatively, valuing the multiple cultures from which they have come without violating institutional values. We believe in multicultural education as an interdisciplinary effort to prepare graduates who understand, appreciate, and work effectively with those who are different from themselves. We believe in global interdependence, implying the need to graduate individuals capable of functioning as global citizens.

Sanctity of Life Statement

Scripture affirms the sacredness of human life, which is created in the image of God. Genesis 1:27 NIV states: So God created man in His own image, in the image of God He created him; male and female He created them. Therefore, human life must be respected and protected from its inception to its completion.



Accreditation and Memberships

Taylor University has been accredited by the Higher Learning Commission since 1947 (<http://www.ncahlc.org>, 312-263-0456). In 1998, Taylor was approved to offer online associate degrees, and in 2006 the online BBA degree was approved. In 2003, Taylor was approved to offer graduate programs, and in 2004 Taylor was admitted to the Academic Quality Improvement Program. The University was accredited by the Council on Social Work Education in 1980 and by the National Council for Accreditation of Teacher Education-Indiana Professional Standards Board in 1962. Taylor's music program has been accredited by the National Association of Schools of Music since 1970 and Taylor also was accredited in 2007 by the Engineering Accreditation Commission of ABET in Computer Engineering and Engineering Physics. All accreditation documents are maintained in the Office of the Provost.

Taylor University memberships include:

- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American Council on Education
- Association for the Advancement of Sustainability in Higher Education
- Association of American Colleges and Universities
- Christian College Consortium
- Christian Leadership Alliance
- Commission on English Language Program Accreditation
- Community Foundation (Marion)
- Council for Christian Colleges and Universities
- Council of Independent Colleges
- Council on Law in Higher Education
- Council on Undergraduate Research
- Evangelical Council for Financial Accountability
- Fulbright Association
- Grant County Economic Growth Council
- Higher Learning Commission
- Independent Colleges and Universities of Indiana
- Indiana Campus Compact
- Indiana Chamber of Commerce
- Indiana Consortium for International Programs
- Institute of International Education
- Lilly Fellows Program
- Midwestern Association of Graduate Schools
- Moody's
- National Academic Advising Association
- National Association of College and University Business Officers
- National Association of Intercollegiate Athletics
- National Association of Student Financial Aid Administrators
- NAFA: Association of International Educators
- Scholarship America

Christian College Consortium

To provide a variety of professional and academic experiences for faculty and students, Taylor maintains membership in the Christian College Consortium uniting thirteen Christian liberal arts colleges with programs similar to those of Taylor. Of special interest to Taylor students are the opportunities for semester visiting-student options on the other campuses and cooperative off-campus/international programs. Included in the consortium are:

- Asbury College
- Bethel University
- George Fox University
- Gordon College
- Greenville College
- Houghton College
- Malone University
- Messiah College
- Seattle Pacific University
- Taylor University
- Trinity International University
- Westmont College
- Wheaton College



Council for Christian Colleges and Universities

Taylor University is one of over 100 colleges and universities that comprise the Council for Christian Colleges and Universities, a Washington, D.C. based organization founded in 1976. The CCCU's primary focus is to help its member institutions pursue excellence through the effective integration of biblical faith, scholarship, and service.

Campus Location and Facilities

Campus Highlights

Taylor University is nestled in the rural gentleness of Upland, Indiana, population 3,845 (2010 census). Taylor's quiet location adds to its charm, yet Upland's central location, just four miles from Interstate 69 between Indiana's two largest cities (Indianapolis and Fort Wayne), gives students quick access to the cultural diversity of larger communities.

Taylor's borders are as wholesome as the setting itself including residential areas, the Upland Health and Diagnostic Center, and the Avis Corporation, along with many natural settings such as Taylor Lake spanning eight acres, the Avis-Taylor Prairie Restoration Project, and the 680-acre beautifully preserved Arboretum. The University also owns 668 acres northwest of campus which have added an additional 80 acres of arboretum space.

The campus is spacious and scenic with many points of interest. In the heart of the campus rests the Zondervan Library, housing the Engstrom Galleria, a bright and open walk-through frequently used to host receptions and to display traveling works of art, and the University archives. The archives is home to much of Taylor's history as well as the Edwin W. Brown Collection featuring the life and works of C. S. Lewis, George MacDonald, Dorothy L. Sayers, Charles Williams, and Owen Barfield.

Upon leaving the north entrance of the library, the Rice Bell Tower is visible immediately north, symbolizing our commitment to spiritual integrity and academic quality. A brief stroll north from the bell tower will reveal the Samuel Morris statues. Designed by Ken Ryden and erected in October 1995, these statues symbolize the process of enlightenment Morris experienced as he journeyed from being a tribal prince to a slave, to a student in America with a burden to share the message of God's grace. Through Ryden's work, Samuel Morris continues to inspire the Taylor community. The statues adjoin the Modelle Metcalf Visual Arts and Rupp Communication Arts Centers (housing the 320-seat Mitchell theater—Taylor's theatrical history includes classics as well as original productions written by Taylor alumni and students), and the Smith-Hermanson Music building.

In the center of campus is the Rediger Chapel/Auditorium, home for our great chapel program. The LaRita Boren Campus Center surrounds the Rediger Chapel/Auditorium. This new facility is the home for our student development program as well as a community space for our students, staff, parents, and alumni to gather; it also houses the Campus Store Express and food and beverage establishments including the Jumping Bean, Fresh, Dashi, Emma and Charlie's, and Chick-fil-A. Just south of Zondervan Library is our Memorial Prayer Chapel.

To the north are more residence halls including Samuel Morris Hall, Swallow Robin Hall, the more recently added Wolgemuth Hall (35,970 square feet of apartment-style units for 92 students), and Campbell Hall (19,167 square feet of apartment space for 60 student beds). The Freimuth Administration building is the home of several administrative functions for students and staff alike. The historic quad houses Helena Hall (home of our President, Provost, and Admissions functions), Sickler Hall, and Ayres Memorial Hall. Also in the north part of campus is "the dome," housing the Campus Store.

On the east side of campus is the Nussbaum Center, our original home for the sciences. Perched atop the Nussbaum Science Center is the observatory featuring two new reflecting telescopes: a 10-inch Celestron and an 8-inch Meade. Both have motor mounts for all-night star tracking. The Euler Science Complex includes 127,000 square feet and connects to the north side of the Nussbaum Center. The science program space includes a green roof, geothermal heating and cooling, photovoltaic solar and wind electrical power generation, a heliostat, and a systems monitoring workshop. The Reade Liberal Arts building houses many of our foundational core programs.

The south side of campus is known for housing and serving our students via our newest residence hall, Breuninger Hall, Wengatz Hall, Olson Hall, English Hall, Gerig Hall, and Bergwall Hall—all student resident spaces. Attached to Bergwall Hall is the Hodson Dining Commons, which has recently undergone transformation in food serving centers. All these facilities have undergone or will be undergoing major renovations!

To the west lies our combination of artificial and natural turf athletic fields (baseball, football, track and field, softball, and soccer). Odle Arena is our competition floor and attached is our wonderful Kesler Student Activities Center (KSAC). An addition to KSAC, the Eichling Aquatics Wing, houses the indoor lap pool and the academic Kinesiology program.

Prayer is an important feature of our campus life and facilities. In the heart of campus is the Memorial Prayer Chapel that honors the lives of students and staff from Taylor University. On the southwest corner of campus, students seeking solitude may wish to visit the prayer deck. Secluded among the greenery of Taylor Lake and overlooking the water, the prayer deck is a popular spot for meditation and Bible study. The original prayer chapel, presented by the graduates of 1950 and class sponsor (and future president) Milo A. Rediger, is located on the northeast side of campus in Sickler Hall and offers a spiritual respite.

Students taking a slight detour from campus will earn a very sweet reward—Ivanhoe's, offering over 100 ice cream sundaes, shakes, and treats. This hometown eatery has been an Upland attraction since 1965.

Academic Facilities

The **Ayres Alumni Memorial Building**, remodeled in 2005, is a 19,000-square-foot facility housing the Center for Research and Innovation (CRI), and the Bedi Center for Teaching and Learning Excellence (CTLE). It was named for Burt W. Ayres who served Taylor as professor and administrator for nearly 50 years. Several academic offices and the Masters in Higher Education Offices are located in the Kenyon Educational Center on the lower level, along with the University's telecommunications network and staff; the CTLE and SCGE share the main level which includes a faculty seminar room, and the offices for the directors and staff. One large state-of-the-art classroom and two smaller classrooms are also located on the main floor. Psychology faculty offices and a reception area are located on the third floor.

Located in the KSAC, the **Eichling Aquatics Wing** houses the indoor lap pool and the kinesiology program.

The **Euler Science Complex** was completed in 2012. This facility includes 127,000-square-foot of science program space in a four-story building, including an undesignated lower level, a green roof, a 9,175-square-foot atrium, and space for science offices, classrooms, and labs for biochemistry and chemistry, biology, computer sciences, elementary and secondary education, engineering, mathematics, physics, and public health. The building is LEED gold certified and utilizes wind turbines and a photovoltaic solar array for green power, as well as a heliostat for natural lighting, and a systems monitoring workshop.

Modelle Metcalf Visual Arts Center opened in February 2003. The 38,000-square-foot center provides specialized art studio and classroom space, a state-of-the-art computer graphic arts lab and audio-visual classrooms, and a secure gallery adjacent to the Mitchell Theatre. The Tyndale Galleria provides space for students to display creative work. This building features dedicated spaces specifically designed and outfitted for instruction in painting, sculpture, ceramics, printmaking, metals, photography, drawing, and graphics. In addition, an outdoor sculpture garden is planned to enhance the campus on the north side of the building. Along with the Zondervan Library, the entire fine arts complex occupies the center of campus, signifying Taylor University's commitment to the fine arts as a central component of a Christian liberal arts college.

Nussbaum Science Center is named for Dr. Elmer N. Nussbaum, professor of physics for 31 years at Taylor. This 45,000-square-foot structure continues to support biology, chemistry, computer science, math, physics and general purpose classrooms; laboratories; the observatory; faculty lounges; professional writing; and computer information services for the University primarily on the lower level.

Randall Environmental Studies Center is a state-of-the-art teaching and research facility located at the west edge of campus on the grounds of the University arboretum. It was constructed in 1992 and named for Dr. Walter Randall, a Taylor trustee and former medical professor. The 20,000-square-foot structure serves the needs of the environmental science department with specialized laboratories equipped for biotic analysis, satellite image retrieval, computer mapping, soil analysis, and plant systematics. A trail system, a natural history museum, and greenhouse facilities are also a part of this center. The nearby Avis-Taylor Prairie Restoration Project provides additional teaching and research opportunities.

Reade Memorial Liberal Arts Center, named for Thaddeus C. Reade, president of Taylor University (1891-1902), is a 35,000-square-foot facility containing a computer lab, faculty offices, and classrooms for Biblical literature, business, Christian ministries, English, history, international studies, Spanish, social work, sociology, and TESOL, as well as political science, economics, and philosophy.

Rupp Communication Arts Center was completed in 1994 and named for Taylor benefactors Ora and Herma Rupp of Archbold, Ohio. This 45,000-square-foot facility houses the 320-seat Mitchell Theatre, television and radio studios, yearbook and campus newspaper offices, journalism lab, and offices and classrooms for communication, film and media production, journalism, public relations, and theatre. The yearbook.

Smith-Hermanson Music Center, a 23,000-square-foot structure, is a sound-proof facility. Named for Nellie Scudder Smith, a friend of Taylor University, and for former professor of music Edward Hermanson and his wife Dr. Louella Hermanson (also a musician), the building houses teaching studios, classrooms, rehearsal rooms, practice rooms, faculty offices, conference rooms, and faculty and student lounges. The 250-seat Butz-Carruth Recital Hall boasts a Boesendorfer grand and Steinway pianos and is designed to provide the best possible acoustical qualities.

Zondervan Library

The Zondervan Library sits in the center of campus, representing its centrality to the mission of the University and the success of academic pursuits. The Library provides information resources, services, and connections for students, faculty, and staff while striving to support curricular needs, to nurture intellectual curiosity, and to promote spiritual development.

The Library offers a variety of services to connect students with reliable, scholarly resources for their academic pursuits. In addition to books, periodicals, CDs and DVD collections within the Library's walls, we have a multitude of electronic resources, including full-text journal databases, eBooks, and indexes to journal and other periodical literature. Virtually all of these electronic resources are available both on- and off-campus to anyone with a valid Taylor network username and password. Zondervan Library is connected to hundreds of libraries around the world in order to provide even more resources to our users. By requesting materials through Interlibrary Loan (linked from the Library's home page), users can get access to nearly any book or article needed, usually within a week or two. The Library's web site, <http://library.taylor.edu>, organizes and presents various research resources including the WorldCat Research Station in a usable manner to facilitate easy access. In addition to these resources, there are links to the Library's hours and policies. The Library encourages user feedback through the Comments and Suggestions form, and provides a means to request a resource for the Library to purchase with the Request a Resource Be Added to the Library form.

One of the goals of library faculty is to teach students skills in locating and evaluating information, as these will prove useful in every career and serve as a foundation for life-long learning. This happens through classroom instruction about information research strategies and specific tools for course-related assignments, as well as through small group and individual encounters. Walk-up research assistance is available from the Ask desk, which is situated directly inside the Library's main entrance and is staffed approximately 70 hours per week by librarians and assistants who are there to help Library users with any type of research or information resource question. Librarians can also be reached by email via the Ask-a-Librarian form on the web site and by phone at 8-HELP (765-998-4357).

Many instructors put materials on Reserve in the Library for students to check out. These resources are located behind the Borrow desk on the main level and can be used within the library for three hours at a time. Also available at the Borrow desk are laptop computers equipped for students' research and writing needs.

In addition, the Flood Lab is a computer lab with 24 stationed laptops available on the main level of the Library. Equipped with MS Office programs and several others useful for academic purposes, this room provides a quiet work area for individuals and small groups. The Flood Lab is occasionally used for classes, but most of the time is available for student computer use.

Groups can make use of 15 study rooms located on both the main and upper levels. While most of the rooms can hold 2-4 people comfortably, several new study rooms on the upper level of the Library accommodate larger groups of up to 12. Five upper level rooms are equipped with widescreen monitors to which DVD/VHS players are connected and laptops can connect. These also have campus cable available, so students can watch videos their professors provide on the network cable system. These rooms are great places to work on group presentations and projects. Most are available on a first come, first served basis, except for Rooms 201 and 203 which can be reserved (easily seating 10 and 12 people, respectively). Two rooms on the lower level, the Rice Lounge and the Hillis Room, holding 20 and 12 persons, respectively, can be reserved for evening and weekend use.

Zondervan Library houses a distinctive collection of materials—the Edwin W. Brown Collection, which is a component of the Center for the Study of C. S. Lewis and Friends, located on the lower level. This collection includes books by and about C. S. Lewis, George MacDonald, Charles Williams, Dorothy L. Sayers, and Owen Barfield. The core of the collection includes many first and rare editions. Also included are about 70 personal letters written by Lewis.

The **Academic Enrichment Center** located in the northwest area of the library has personnel and technology to provide individual instruction for improving reading comprehension, writing, and math computation skills, and individual help for achieving academic success. All students are encouraged to visit the AEC.

Academic Support Services, located within the Academic Enrichment Center, provides services for students with disabilities. Services may include assistance with note taking, alternative testing, books on tape, or other accommodations deemed reasonable and necessary by qualified professionals. To receive these services, a student must provide documentation of his or her disability. Personnel also coordinate the peer-tutoring program available to the general student body.

The **University Archives** collects records documenting the heritage of Taylor University since its inception as Fort Wayne Female College in 1846. University records include yearbooks, campus newspapers, committee minutes, faculty papers, and photographs. The University Archives promotes the research of Taylor's history by students, faculty, alumni, and other interested persons, and encourages awareness of Taylor's history through exhibits and publications.

The **Faculty Connection** is an area devoted to faculty connecting them with support for classroom technology, Blackboard, computer technology, online assistance, research support, and course design.

The **Technology & Learning Connection** provides photo printing, laminating, video editing, media conversion, and other academic technology services and, combined with the Library, provides more than 60 computers for research, writing, web browsing, and email.

The **Writing Center**, located adjacent to the Academic Enrichment Center, serves all students in all classes at Taylor, providing one-on-one and small group writing consultations.

Service and Non-Academic Facilities

The **LaRita Boren Campus Center** was completed in April 2016. This wonderful facility brings together the student development programs from multiple buildings on campus. These programs including the Offices of Calling and Career, Campus Ministries, Center for Student Development, Counseling Center, Intercultural Programs, Leadership Programs and Student Programs, Lighthouse, Spencer Centre for Global Engagement (SCGE), Student Activities and Student Services Councils, Taylor Student Organization, and Taylor World Outreach are now located in this centralized space. This facility also provides a 300-seat auditorium, a new food service court including the Jumping Bean, Fresh, Dashi, Emma and Charlie's, and Chick-fil-A, as well as the Campus Store Express. This new facility provides our campus a central place to facilitate discipleship through our student development programs, intentional community interactions, and individual relationships.

The **Boyd Building and Grounds Complex**, built in 1995, is the center of operations for general and vehicle maintenance, housekeeping, building and grounds, and recycling services.

The **Campus Store** is located in the **Student Union** ("the dome") and provides textbooks and other classroom needs, as well as other items such as apparel, greeting cards, and gifts. The Campus Store is also a drop-off and pick-up point for dry-cleaning services.

Campus Police is located in the LaRita Boren Campus Center and serves as the center for emergency communication, the police department, campus vehicle registration, identification card/card access systems, and the campus motor pool program.

Hodson Dining Commons, named for Arthur and Mary Hodson, Upland philanthropists, serves as the main dining hall for students. Built in 1972 and expanded in 2000, the facility is located on the southwest corner of the campus overlooking Taylor Lake. With the addition of the Nelle Alspaugh Hodson Banquet Facility, the Isely, Heritage, and Braden rooms provide space for special and private group dining.

Memorial Prayer Chapel, constructed in 2008, honors those lost in a tragic accident on April 26, 2006, as well as other students and staff who entered eternity while attending or serving Taylor University. This 2,300-square-foot facility has room for corporate prayer for seventy individuals, as well as two ante-rooms that allow for private or small group prayer.

The campus **Post Office** is located in the building directly behind the Freimuth Administration Building. The postal service is for the convenience of the University and not part of the U.S. postal operation.

Rediger Chapel/Auditorium, named in honor of Dr. Milo A. Rediger, former professor, dean, and president of Taylor University, was completed in 1976. This spacious and beautiful 1,500-seat facility, formerly Maytag Gymnasium, was remodeled through the generosity of many alumni and friends of the University.

Taylor Lake, a picturesque eight acres on the Taylor campus, provides swimming opportunities in summer and ice-skating facilities in winter. Part of the lake is used for studies in ecology, and nearby is a wooded picnic area, beach volleyball court, and prayer deck.

Adjoining the post office is the **University Press** serving off-set printing, desktop publishing, xerographic, and binding needs. Both publishing and outsourcing of specialized projects are provided.

Administrative Buildings

Ferdinand Freimuth Administration Building, a 14,000-square-foot structure, was first remodeled during 1972. The first floor houses the offices of the Bursar, Controller, Financial Aid, Institutional Research, Registrar, and University Marketing. Many Advancement functions are located on the second floor. The initial remodeling of this building was made possible by a gift from Ferdinand Freimuth, a Fort Wayne philanthropist.

Helena Memorial Hall, built in 1911, is a 10,000-square-foot structure that serves as the University welcome center. The building was remodeled in 1987 and houses the Offices of the President, Provost, and Admissions. Formerly a music building, then an art and theatre building, this structure was named for Mrs. Helena Gehman, an early benefactress of the University.

Sickler Hall, the oldest of three remaining original buildings on the Taylor University campus, was built in 1902 with a gift from the estate of Christopher Sickler, an early Taylor trustee. Originally, the building was a residence hall that provided free housing for the children of ministers and missionaries. Later, it served as a science hall and education department center; more recently, it was the location of the communication arts department. Remodeled in 1995, Sickler Hall currently houses the offices of Alumni and Parent Relations, Human Resources, and University Relations; it also includes conference room facilities. A campus prayer chapel is located on the main floor and is open 24 hours a day for meditation and prayer.

Computer and Technology Resources

Taylor University strives to keep current in the technology it provides to students and employees. Upon enrollment, every student is provided a network account, email address, and electronic portfolio that can be developed over four years and fine-tuned prior to graduation.

Students can log in to the *myTAYLOR* portal to access their email, campus announcements, news, weather, sports, class schedules, financial aid, billing information, grades, and transcripts, as well as links to their courses. The Blackboard course management system is widely used by professors to supplement class activities and provide online resources for students.

A high priority has been placed on providing technology for teaching and learning. Every classroom is equipped with a projector and multimedia computer technology, providing ready access to presentation software and online resources. All buildings have wireless internet access for students using laptops and mobile devices. Zondervan Library offers the latest in online research capabilities. General-purpose computer labs are available for students from early morning to late at night.

The **Technology & Learning Connection** is the support hub for academic technology and a valuable resource for students and the entire TU community. Located on the main level of Zondervan Library in the center of campus, the Connection offers an impressive array of resources and services including media duplication, scanning, high-quality prints and posters, lamination, digital video editing, audio editing, a professionally-equipped sound studio, and a large selection of audio/video/computing equipment available for check out. Inside the Connection, computer technicians are available to assist with technology and computing needs.

Taylor University is primarily a Windows campus, although specialty areas such as art, film and media production, and music also provide Apple computers. Taylor's network is based on the Windows operating system, as are most University-owned computers, but students bringing Apple computers to campus are able to take full advantage of Taylor resources. Microsoft Office is the standard application suite.

Athletic, Physical Education, and Recreation Facilities

The **Field House** is a steel-paneled building providing additional opportunities for kinesiology and athletics. The football locker room; Pete Carlson Intercollegiate Athletic Weight Room; two batting cages for baseball, softball, and golf; classrooms; and football staff offices are contained in this facility.

The **George Glass Track and Field Complex**, dedicated in 1998 to George Glass (Taylor's athletic director and coach of cross country and track for 26 years), has a 440-yard rubberized, all-weather surface and facilities for field events.

Gudakunst Field serves as the home for the Taylor softball team and features a newly constructed playing surface with improved drainage, lights, new scoreboard, new brick and net backstop, new press box, and bleachers. The field is located southwest of the Kesler Student Activities Center.

The **Kesler Student Activities Center** opened in the fall of 2004. This 87,000-square-foot facility is named in honor of Dr. Jay Kesler, president emeritus of Taylor University, and his wife Janie. The KSAC contains four college-sized basketball courts (one with a wood floor and three with multipurpose playing surfaces which can facilitate volleyball, basketball, tennis, and badminton), "The Well" fitness center, locker rooms, and a 200-meter indoor competition-level track with Mondo flooring. Eichling Aquatics Wing houses the indoor lap pool and the academic Kinesiology program.

Meier Tennis Courts features nine lighted, hard-surface courts, and bleachers.

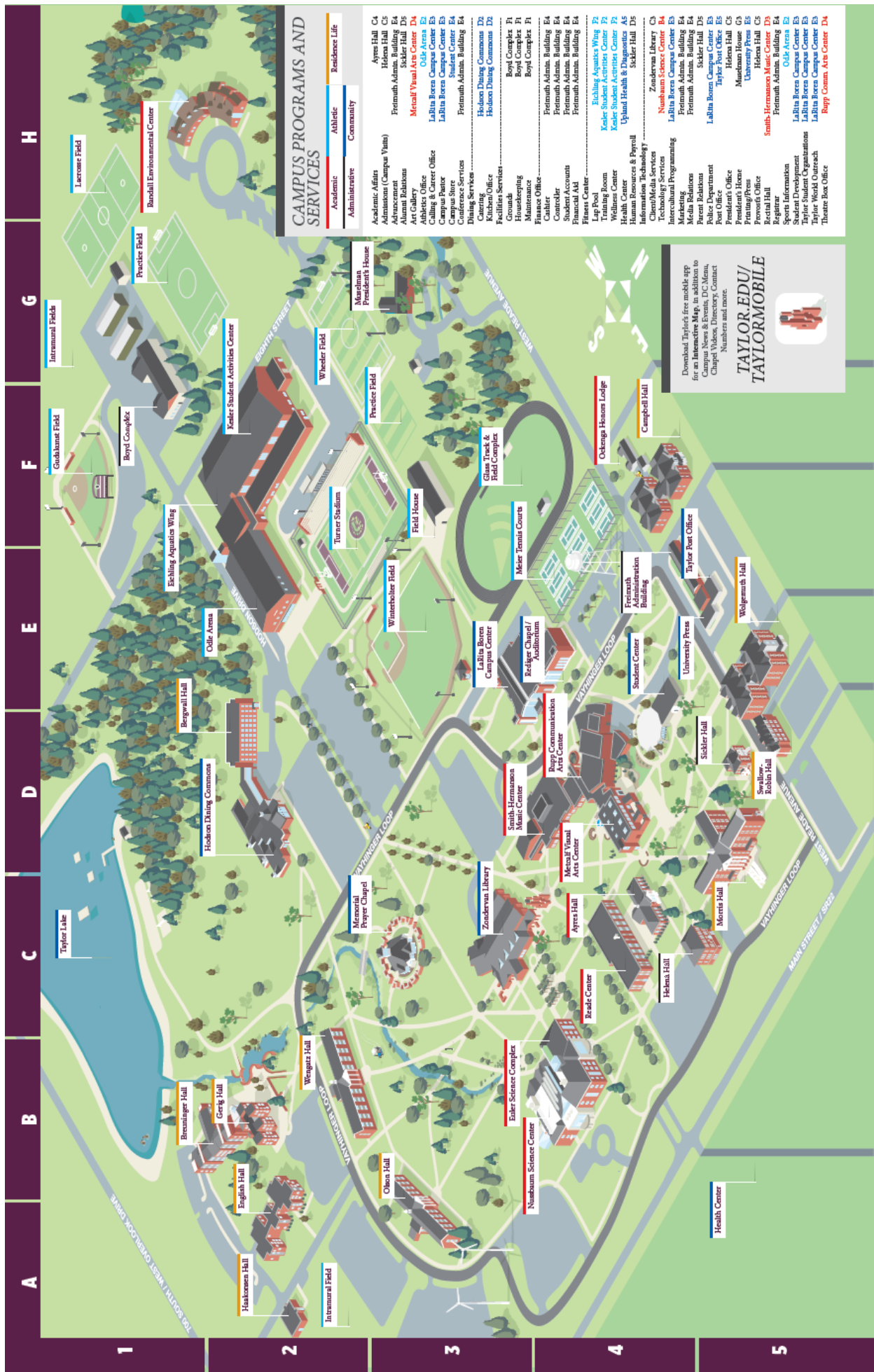
Turner Stadium serves as the home to the Taylor football, men's soccer, and women's soccer teams. The stadium, located north of Odle Arena, is a \$3.5 million complex that includes an artificial game surface, new home and visitor stands, lights, a new scoreboard, and a new stadium entrance. The stadium was renovated in the summer of 2012 thanks to the contributions of a generous donor. In the summer of 2015, a new press box, game day plaza, and additional stadium upgrades were added.

Odle Gymnasium was completed in 1975 and named for the late Don J. Odle, coach and professor of physical education, and his wife Bonnie. This 45,000-square-foot facility contains two racquetball courts, an all-purpose room, a newly constructed conference room overlooking the basketball court, classrooms, faculty/coaches offices, and a collegiate basketball and volleyball maple parquet floor court with three cross courts.

The **Taylor Cross Country Course** is located just over a mile west of campus. This championship quality course features both a five kilometer and eight kilometer loop which both meander through fields and wooded areas.

Jim Wheeler Practice Field is the practice field for the Taylor football, men's soccer, and women's soccer teams. The artificial surface practice facility is located northwest of Turner Stadium and features a full-sized football/soccer field with lighting for night practices.

The **Winterholter Field** is located centrally and has an artificial infield surface which was renovated in 2012, and the new amenities make this facility an exciting place to watch a baseball game. In the spring of 2015, outdoor lighting was installed.



Academic Calendar

Taylor University's academic year consists of fall and spring semesters, as well as optional January interterm and summer sessions. The typical class period is 50 minutes per credit hour.

Under this schedule, fall semester activities including examinations are concluded prior to the Christmas recess. Classes are conducted each semester for a period of 15 weeks including a 4-day examination period.

The January interterm provides students an intensive period of study in a single course or opportunities to study in off-campus centers in the United States and international locations. Some graduate programs do not offer courses during the January interterm.

Except for the MBA, there is little or no course work completed during the summer terms. The undergraduate program has three summer terms but the Graduate School rarely participates in any of these terms.

The academic calendar is available online at <http://www.taylor.edu/academics/registrar/academic-calendar.shtml>. Students are responsible for complying with published academic deadlines and regulations as stated in the University schedule of classes, academic calendar, and catalog.



Academic Policies and Regulations

Academic policies and regulations are developed and approved by the faculty of Taylor University and are administered by the Schools and the Registrar. Intended to be rigorous and challenging, these policies and regulations are administered with individualized attention and concern for the educational advantage and well-being of each student.

Academic Advising

While Taylor University publishes program information and materials and provides advising, each student is solely responsible for ensuring that his or her academic program complies with the policies of the University. Any advice that is at variance with established policy must be confirmed by the Registrar's Office.

Academic Exceptions

Students requesting exceptions to approved academic policy must submit an academic petition to the program chair/director. The student must state his or her request and rationale for the petition. Once the petition has been acted upon by the program and School dean and reviewed by the Graduate Council, if necessary, it will be filed with the Office of the Registrar.

Academic petition forms are available from the program chair/director.

Academic Grievance

Preamble

Taylor University is committed to preserving a climate of openness and justice in all areas of academic life. To that end, procedures have been established to provide fair treatment of both any student who registers an academic complaint and any faculty member who has been accused of unfairness toward a student. These procedural guidelines are not contractually binding on the University.

Definition of an Academic Grievance

Whenever a student has a basis for believing that he or she has been unfairly treated in such matters as grades, course policies or expectations, false accusations of cheating, or inappropriate penalties, he or she may be said to have an academic grievance.

Procedure

The following steps, based upon the biblical standard of caring confrontation which should be the first step in any dispute, have been identified as necessary for consistency in the grievance process. Any student who feels that unfair treatment may be taking place in his or her academic experiences should follow the established process in sequential steps until there is satisfactory resolution of the program or until the procedures have been exhausted.

Informal Process

The informal process should be completed within one month of the alleged unfair treatment. Prior to the first appointment with the faculty member involved, the student should have the unfair treatment clearly focused in his or her mind by writing out a concise statement of the problem and the desired resolution. Faculty and administrators who are contacted may ask to see the written statement. By appointment, the student should discuss the issue with the faculty member involved. The student and faculty member may each invite another person to be present. If necessary, the student should discuss, by appointment, the issue with the faculty member's program chair/director, or the School dean if the faculty member is the program chair/director.

Formal Grievance Process

If a formal grievance is deemed necessary, the steps outlined below should be followed:

1. Within one month of the alleged unfair treatment, the student should submit a written statement of the grievance and the desired resolution to the appropriate School dean who will attempt to resolve the grievance through conferences with the parties involved.
2. If the grievance has not been resolved within ten working days from the School dean's receipt of the written grievance statement, the parties involved should meet in consultation with the appropriate School dean.
3. If, after consultation with the parties involved, the student is still dissatisfied with the outcome, the appropriate School dean should assemble, within 20 working days from receipt of the written grievance statement, a grievance committee acceptable to both parties for reviewing the complaint and submitting a recommendation. If the parties cannot agree on an acceptable grievance committee, the appropriate School dean retains full discretion to select the members of the committee. The grievance committee should consist of five voting members including:
 - An administrator (may be a program chair/director or School dean, but not the head of the involved department or School) appointed to serve as chair by the appropriate School dean;
 - Two students; and
 - Two faculty members.
4. Parties directly affected by the grievance should provide the grievance committee with available data in writing, including summaries of previous conferences and actions, to bring about understanding and a timely recommendation regarding the grievance.
5. The committee should then proceed as follows:
 - Formalize its procedure to hear the grievance;
 - Conduct hearings during which the grievant and the faculty member are given opportunity to present their points of view;
 - Deliberate;
 - Reach a recommendation by a simple majority vote of the committee; and
 - Make a recommendation to the appropriate School dean to either affirm the action which is the subject of the academic grievance, to take no action one way or the other, or to take appropriate corrective action.
6. The committee's recommendation should be made in writing to the appropriate School dean within 15 working days of the committee's appointment.
7. The appropriate School dean should make a decision regarding the committee's recommendation, and should notify the parties in the grievance of the outcome and any resultant action within 48 hours of receiving the committee's recommendation.

Note: Grievance actions required during calendar periods which are not working days (such as vacation), should be handled as quickly as possible and in the spirit of the "working days" listed above.

Appeal Procedure

Either party has an opportunity to appeal the grievance decision to the president of the University within one week of the notification by the appropriate School dean (see item 7 above). Within another week, the president should review the case and render a decision to be transmitted to both parties.

Hearing Procedure

Grievant: The grievant should be allowed to:

- Select counsel any member of the university community willing to serve in this capacity;
- State his or her grievance, including submitting evidence of its existence;
- Call as witnesses current members of the university community who consent to speak; and
- Question anyone who participates in the grievance process.

Faculty Member: The faculty member should be allowed to:

- Select counsel any member of the university community willing to serve in this capacity;
- Respond to the grievance in every particular including submitting evidence to support the action or decision provoking the grievance;
- Call as witnesses current members of the university community who consent to speak; and
- Question anyone who participates in the grievance process.

Exceptions

If a grievant perceives a conflict of interest in any of the steps, he or she may proceed to the next step. If this process cannot be followed due to the unavailability of the faculty member, the appropriate School dean may ask the immediate supervisor of the faculty member to assume responsibility for answering the grievance.

Additional information can be viewed at this webpage: <https://www.taylor.edu/about/services/student-consumer-information/student-complaint-resolution.shtml>.

Academic Integrity

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life of the Taylor community.

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including, but not limited to, denial of credit in a course as well as dismissal from the University. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing, submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using without attribution a computer algorithm or program. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a student misrepresents any academic performance. All major acts of academic dishonesty, as defined herein, must be reported by the faculty member to their School dean and the Office of Student Development. Departments or professors may have discipline- or course-specific policies.

Plagiarism

Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else's ideas, language, or other (not common-knowledge¹) material without giving appropriate credit to the source.²

Taylor distinguishes between major and minor plagiarism infractions. Examples of minor infractions include inappropriate or inadequate citing or not crediting ideas from class readings. Examples of major infractions include taking significant portions of text from any source with no attribution or having a peer help write the paper. Taylor also distinguishes between collaboration, writer's feedback, and plagiarism. Collaboration and getting feedback on one's own writing are essential parts of the writing process; however, having a text altered for the writer is not. The level of appropriate collaboration on individual writing assignments is up to each professor; and each professor should make it clear to his or her students what level of collaboration is appropriate for each writing assignment (e.g., brainstorming with other classmates for ideas). Writer's feedback means having a peer or a Writing Center tutor work with the student to provide suggestions for revision in ways that allow the student author to maintain ownership; this is not plagiarism. However, having a peer make changes to the organization, ideas, paragraphs, or sentences for the student demonstrates a level of ownership over the work; thus, these acts would be considered plagiarism.

Plagiarism Policy: All major acts of plagiarism must be reported by the faculty member to the appropriate academic School dean and Student Development. The student and faculty member involved will receive a copy of the completed plagiarism incident report. All incident reports will be archived in both the academic School and Student Development and will be viewed and used solely by the deans of these offices to track plagiarism incidents in order to catch patterns of behavior. This tracking will affect student consequences for any additional plagiarism incidents reported and may affect recommendations for off-campus student activity participation. Plagiarism records in the academic School office and Student Development will be destroyed along with all other student records according to their respective policies.

¹ **Common knowledge** means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

² **Adapted from the Writing Program Administrators' "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices."** <http://www.wpacouncil.org>

Academic Load

Term

Registration for 9 credit hours during the term constitutes full-time enrollment status for graduate programs. A student may register for no more than 13 credit hours per term. Some programs may allow additional credit hours with faculty advisor approval.

Interterm

Registration for 3-4 hours is considered a normal load for January interterm.

Academic Progress Policy

A student who meets the minimal GPA requirements as indicated in the chart below is considered to be a student in good academic standing. A student who falls below the minimum required hours and GPA is placed on academic probation. Notification of academic standing will be sent by the Registrar to students and their advisors through e-mail and letters will be mailed to students' permanent addresses within one week following submission of final grades by faculty.

Cumulative Graduate Earned Hours	Minimum Graduate Required GPA
00.01+	3.00

The faculty, staff, and administration of Taylor University are committed to helping students be successful in their personal, spiritual, and intellectual lives. As such, the GPA of each student is reviewed at the end of each term to determine whether action needs to be taken with respect to probationary status.

Students placed on probation have one term in which to meet good academic standing as indicated in the chart above. Reevaluation does not take place after January terms. Failure to reach the minimum requirements in the following term results in suspension from the University. However, students who earn a 3.00 term GPA may be placed on extended probation and allowed to remain at the institution for the subsequent term. Students on extended probation are not eligible to receive financial aid.

Students on extended probation failing to make satisfactory progress may be suspended at the discretion of the program chair/director. Readmission is not automatic and requires the approval of several offices on campus, starting with the graduate program. Students must present evidence that they are academically prepared to return to Taylor. Additionally, readmitted students will be placed on extended probation and are not eligible for financial aid during the return term.

Academic probation and suspension carry additional related consequences:

- Eligibility for financial aid is affected by academic standing. Probationary and suspended students should check with the Office of Financial Aid regarding academic progress regulations pertaining to their financial aid.
- In some cases, it may be advisable for a suspended student to enroll in courses at another institution in order to demonstrate that he or she is prepared to achieve better academic work prior to readmission to Taylor. Students should consult with the program chair/director and Registrar in advance of such enrollment.

Contact the Office of the Registrar for additional information regarding academic progress.

Class Attendance

Students are expected to attend all sessions of classes for which they are registered. Any necessary deviations from this expectation must be approved in advance by the professor of the class to be missed. Each professor will determine penalties for missing class and indicate this in the syllabus.

Course Audit

Audit registration requires the approvals of the program director and instructor and is subject to the following guidelines:

- Courses taken for audit receive no academic credit or grade and will not count toward accumulated credit hours.
- Audit registration is allowed on a space available basis and occurs after all students requesting credit for the course are registered.
- The audit option must be declared during the first week of classes (first five class days of fall or spring semester classes).
- Students must meet all course pre-requisites in order to audit a course unless approval is given by the appropriate program chair/director.
- Students must attend at least 50 percent of the class meetings as verified by the instructor in order for the course to appear on the academic transcript.
- The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.
- The faculty member is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
- Audit hours will be charged as a \$200.00 fee for up to a 3-credit hour course.
- Students should not register for the audit course. Upon approval, the Office of the Registrar will add the course to the student's schedule at the end of the advance registration period.
- The "Audit Registration" form must be pre-approved by the program director and instructor before submission to the Registrar.

Registration forms for audit courses are available online at <http://www.taylor.edu/academics/registrar/forms.shtml>.

Experiential Education

Experiential education includes practicum experiences, internships, and field and travel studies providing students with the opportunity to integrate theoretical learning in a field of study with actual work experience in a variety of non-classroom settings. Students should consult with academic departments and supervising faculty for departmental policies, guidelines, and responsibilities.

Field and Travel Study

Field and travel study experiences are usually a component of a regular course and provide students opportunities to learn, observe, and assist professionals with selected tasks in an off-campus setting related to a career or program goal. Students are placed, supervised, and evaluated by the faculty responsible for the course. Assignments related to field experiences become part of the overall course evaluation.

Academic credit is given for field and travel studies; therefore, the tuition for a field or travel study is the same as for a regular graduate course and is based on the number of credit hours. Tuition for a field or travel study completed during the summer is billed at the standard summer session credit hour rate for graduate courses. Additional fees may be incurred.

The Taylor MBA Program requires all students to complete ITB 515 Global Business Study Tour which requires international travel. MBA students experience variations in business and industry sectors and cultural differences first-hand by visiting other global markets. Tours include a combination of business and corporate meetings with visits to historic sites and the unique communities of selected countries. Particular emphasis is given to identifying cultural differences in values, customs, attitudes and behaviors that impact the marketplace and organizational environments. MBA students are encouraged to explore and examine particular areas of business interest during the study tour and while completing course requirements. Recent global study tours have included visits to Hong Kong, mainland China, Costa Rica, Italy, and Germany.

Grade Changes and Disputes

All requests for change of grade (except from an INC or NR) are initiated by the student with the professor of record and then must be approved by the program chair/director and the School dean. Questions regarding the grade should be directed to the instructor within two weeks after being posted on TOWER. Such a change is permitted only before the end of the next term after the original grade was awarded.

Acceptance of late or missing assignments after the end of a term does not qualify for a change of grade.

Grades for Repeated Courses

Any course may be repeated at Taylor University. All attempts in a course are reflected on the student's academic transcript; the cumulative GPA will reflect the most recent grade in the repeated course taken at Taylor University, even if the new grade is lower than the original attempt.

Grades of W (withdrawn), WP (withdrawn/passing), or AUD (audit) will not replace previously earned grades of A-F, WF (withdrawn/failing), or NC (no credit) in the GPA calculation. Duplicate credit hours are not awarded when repeating a course.

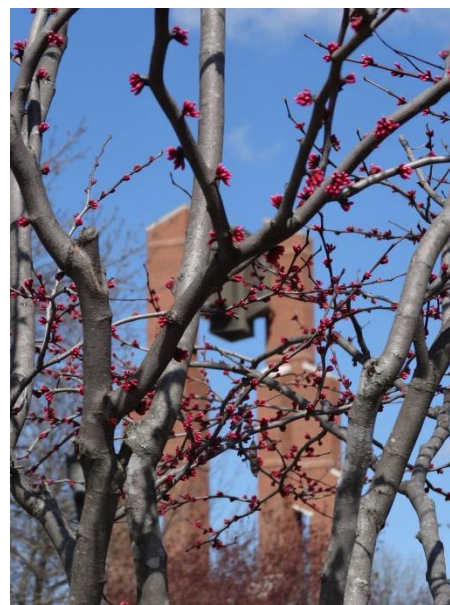
Grade Reports

Allow approximately one week after the last final exam for calculating and posting of final grades. Grade reports will not be mailed from the Registrar's Office. For information on accessing TOWER, students should visit <http://www.taylor.edu/academics/registrar/tower.shtml>.

Grading System

The following grades and quality points are assigned to graduate students at Taylor University in calculating the GPA:

Grade Meaning	Quality Points	Calculated in GPA
A Superior	4.00	Yes
A-	3.67	Yes
B+	3.33	Yes
B Satisfactory	3.00	Yes
B-	2.67	Yes
C+	2.33	Yes
C Poor	2.00	Yes
C-	1.67	Yes
F Failing	0	Yes
P Pass (C- or above)	0	No
CR Credit	0	No
W Withdrawn	0	No
WP Withdrawn/passing	0	No
WF Withdrawn/failing	0	Yes
INC Incomplete	0	No
NR Grade not reported	0	No
NC No Credit/failing	0	Yes
AUD Audit	0	No



The unit of credit is the semester hour. Grade point average (GPA) is calculated by dividing quality points by GPA hours and is truncated at two decimal places. Grade point hours include only Taylor University courses taken for a grade as outlined above.

Grades, Incomplete and Not Reported

All work for credit is expected to be completed within the term it is attempted including independent studies, tutorials, and experiential education. An incomplete grade (INC) may be given when an emergency prevents a student who has been passing the course from completing some crucial portion of the required work, but not to complete late or missing assignments or extra work to raise a grade.

Incompletes should be initiated by the instructor of record prior to the final exam week and must be authorized by the appropriate School Dean before they are submitted to the Office of the Registrar. Incompletes should be converted to grades and reported to the Registrar by the date approved. The last possible date for completion is the week before final exams of the following full term. If the student does not complete the work by the approved deadline, the Registrar is authorized to change the INC to the grade earned by the student.

The Registrar will record an NR (grade not reported) when grades are unavailable, such as receipt of transcripts for off-campus study programs or faculty emergencies. If no grade has been provided, the Registrar is authorized to change the NR to a grade of F.

Independent Study Policy

Independent studies are individualized, directed studies taken without classroom instruction or regular interaction with a faculty member. The student is required to plan with the professor an individualized schedule of reading, research, and study. Assignments, papers, tests, and other means of assessment may be completed by appointment, mail, email, remote proctors, Internet, etc.

Independent studies are considered exceptions due to faculty workload limitations, but may be approved under certain circumstances, such as:

1. To complete a graduation requirement without which the student's graduation would be unreasonably delayed. (*A student's desire to graduate in less than four years, to double-major, add a minor, etc., does not meet this requirement.*)
2. To resolve scheduling conflicts beyond the student's control involving required courses which cannot be taken in a later semester or summer term without negative impacts on the student's program of study.
3. To provide a scheduling efficiency or convenience to the University, such as offering the independent study as an alternative to a low-enrollment class section, deviating from regular course offering schedules, etc.
4. To offer both the student and supervising faculty member the opportunity to expand their Taylor experiences with special/advanced topic courses that may serve special needs such as specific career goals, graduate school prerequisites, etc.

All independent studies are subject to faculty and program approval. Other academic policies in this catalog apply to independent studies (e.g. criteria for requesting incomplete grades, deadlines for registration).

Registration forms for independent study are available online at <http://www.taylor.edu/academics/registrar/forms.shtml>. For additional information, please refer to the Registration section of this catalog.

TOWER Online Access System

Taylor Online Web Enabled Records (TOWER) provides students secure online access to their academic records, including course registration, unofficial transcripts, grades, 1098T, and limited student account information. Visit <http://www.taylor.edu/academics/registrar/tower.shtml> for additional information on accessing TOWER.

Transfer Credit Policies

The guidelines for accepting transfer credit are as follows:

- Taylor University reserves the right to accept or reject courses for transfer credit.
- Courses older than 7 years are generally not accepted.
- Only credits taken at an accredited college may be accepted for transfer credit.
- Only course work with a grade of B- or better will be accepted. Although a minimum grade is required, *grades do not transfer*. The student's GPA is computed only on work offered by or through Taylor University.
- The Graduate Director and Director of Teacher Certification must approve courses that apply toward teacher certification.
- Transfer credit will not be accepted and duplicate hours will not be awarded for equivalent courses previously earned with a passing grade at Taylor. However, the grade on the transfer institution's transcript may be used to validate completion of the course to meet a curriculum requirement with the required grade. *Students attempting to raise their cumulative GPAs must repeat the respective course(s) at Taylor.*
- The maximum number of transfer credits accepted varies by program and will not exceed 9 credit hours. In cases where transfer courses are part of a jointly articulated program, such as the MBA program in collaboration with Lithuanian Christian College (LCC), these jointly articulated courses will not count against the normal nine hour transfer credit limit.

New Students

To receive credit for course work earned at other accredited universities, new students should request that transcripts be sent directly to the program chair/director for transfer credit evaluation who sends the transcripts on to the Office of the Registrar; a copy of the evaluation is sent to the student. Course descriptions and syllabi may be required in order to evaluate transfer courses.

Current Students

After enrolling at Taylor, students who plan to take a course at another university during the summer or during a term's absence, and wish to transfer credit to apply toward a degree must complete a transfer credit course approval form signed by the program chair/director and the Registrar prior to enrolling in the course. Upon completion of the course, students should request that transcripts be sent directly to the Office of the Registrar at Taylor. Transfer credit course approval forms are available online at <http://www.taylor.edu/academics/registrar/forms.shtml>.

Transcript of Academic Record

In accordance with the *Family Educational Rights and Privacy Act of 1974 (FERPA)*, transcripts may not be released without the consent of the student. Students request official transcripts by following the instructions available at <http://www.taylor.edu/academics/registrar/transcripts.shtml>. Transcripts may not be released unless all financial obligations to the University have been fulfilled according to an agreement with the Office of the Bursar.

Students may view an unofficial copy of their academic transcript via their TOWER accounts, provided all financial obligations to the University have been fulfilled. This abstract is useful to students and academic advisors only; it is not an official transcript of academic record.

TUAlert Emergency Messaging System

The TU Alert emergency messaging system will allow Taylor University to immediately notify students and employees of impending life-threatening or life-altering situations including rapidly-developing, life-threatening criminal activity on campus and imminent severe weather activity. The system utilizes Wireless Emergency Notification System (WENS) technology and can send text messages to cell phones and email messages to accounts of Taylor's students and employees. TU Alert will never be used for advertising or spam.

Students may sign up for TU Alert at http://entry.inspironlogistics.com/taylor/wens.cfm?ep_id=student. Employees may sign up for TU Alert at http://entry.inspironlogistics.com/taylor/wens.cfm?ep_id=employee.

Undergraduate Credit and Students

With the approval of the relevant graduate department, 6 hours of graduate credit may be taken before the awarding of an undergraduate degree. Undergraduate courses cannot be used toward meeting graduate requirements.

University Communication Policy

Taylor University uses @TAYLOR.EDU student email addresses to communicate directives relating to academic progress, advising, registration, billing, housing, financial aid, etc. to students, faculty, and staff. Students are responsible for checking their Taylor email accounts regularly and complying with correspondence received from University administrators, advisors, faculty, and staff.

University Withdrawal

Students who decide they cannot attend Taylor after enrollment in courses for the next term and prior to the start of that term must notify the appropriate graduate program office and the Registrar's Office. Students failing to request withdrawal from the University risk receiving failing grades in their courses and being financially responsible for tuition and fees.

Students who find it necessary to withdraw from all credit classes after the term begins must apply for formal withdrawal by filling out the withdrawal form and taking it to the appropriate offices noted on the form. Students not on campus should contact the department to inquire of steps for formally withdrawing. If a student withdraws from the University after the first week of classes (first five class days), he or she will receive a withdrawal grade (W, WP, VF) for the appropriate withdrawal deadline. If this procedure is not followed, failing grades may be assigned. Failure to complete the term does not cancel the student's obligation to pay tuition and other charges. For specific details on refunds and adjustments, refer to the *Finance* section of this catalog.

Students withdrawing with the intent to return to Taylor must initiate the withdrawal process through the Registrar's Office and apply for readmission through the office of the appropriate graduate program. Students planning to take courses at another institution during their time away from Taylor University should submit transfer credit request forms to the Office of the Registrar and the program chair/director before registering for courses at the other university to ensure proper credit will be granted by Taylor.

Students with no intent to return to Taylor for the next term must apply for formal withdrawal through the Registrar's Office and the appropriate graduate program office before leaving campus (prior to exam week).

Registration

It is the responsibility of each student to follow directives published annually relating to registration, housing, billing, payment of bills, financial aid, etc. While Taylor University publishes program information and materials and provides advising, students are solely responsible for ensuring their academic programs comply with University policies. Any advice that is at variance with established policy must be verified and confirmed by the Registrar.

Course offerings (including changes in time, day, and the assignment of instructors) may be added to, amended, or canceled by the decision of a department or the University.

Registration deadlines, directives, and regulations are published each semester in the online academic calendar and schedule of classes available at <http://www.taylor.edu/academics/registrar/registration.shtml>. MBA students should contact the MBA office for registration deadlines and information.

Advance Registration

Advance registration provides an opportunity for students in some programs to register via TOWER for courses for the upcoming term(s). Students must meet with their program director or advisor during the pre-registration advising period to receive their registration access code (RAC) information sheets.

To ensure correct billing and certification of enrollment status for state and federal financial aid, scholarships, loan deferments, etc., students must be enrolled as full-time status by the end of each advance registration period.

Readmitted students will be required to meet with their program advisor to pre-approve their upcoming schedules.

While Taylor University publishes program information and materials and provides advising, students are solely responsible for ensuring that their academic programs comply with the policies of the University. Any advice that is at variance with established policy must be verified and confirmed by the Registrar.

Holds on Registration

The University uses several methods in the registration process to ensure that students are eligible to enroll in courses:

Bursar

- If a student fails to meet payment requirements by the due date, the Bursar may place a hold on the student's records and course registration until the problem is resolved.
- The student will not be permitted to register for a subsequent term and will lose his or her priority registration position. *Students near graduation are not exempt from registration holds.*
- It is the student's responsibility to view his or her account on both TOWER and the secure billing site to remain informed of his or her financial status.
- It is extremely important that each student communicates with the Bursar about unresolved account balances.

Registrar

- The Registrar may place a hold on a student's registration due to, but not limited to, academic standing, athletic eligibility, graduation progress, placement results, proficiency requirements, and repeat registration.

Students should contact the respective office who initiated the registration hold well in advance of the advance registration period. Until the hold is removed from the student's record, he or she will not be permitted to register for a subsequent term and will lose his or her priority registration position.

Overrides

Departmental requirements on course restrictions are firm; however, a student may merit an exception based upon individual circumstances. Students must contact the course instructor for an override approval. Registration overrides are possible for the following restrictions:

- | | |
|---|---|
| • Academic Load (<i>Registrar authorization required</i>) | • Prerequisite |
| • Closed Section | • Instructor Permission |
| • Class | • Test Score |
| • Major/Minor | • Time Conflict (<i>both instructors must enter overrides for their respective courses</i>) |

Instructors are to enter required section overrides in TOWER. Upon entering the required override, the instructor should notify and remind the student of the student's responsibility to then register for the course. *An override is an authorization to enroll in a course—not a registration request or schedule adjustment. Students are solely responsible for registering for courses after an override has been entered by the instructor. TOWER may require the manual entering of the CRN by the student in order to register for the course.*

Repeat Registration

Any course may be repeated at Taylor University. All attempts in a course are reflected on the student's academic transcript; the cumulative GPA will reflect the most recent grade* in the repeated course, even if the new grade is lower than the original attempt. Students receiving financial aid, should inquire about financial aid eligibility for repeated courses.

**Grades of W (withdrawn), WP (withdrawn/passing), or AUD (audit) will not replace previously earned grades of A-F, WF (withdrawn/failing), or NC (no credit) in the GPA calculation. Duplicate credit hours are not awarded when repeating a course.*

Specific Registration

Specific registration forms are required for the following courses:

- Directed Research
- Field Study
- Independent Study
- Selected Topics

Registration forms are available online at <http://www.taylor.edu/academics/registrar/forms.shtml>.

Completed forms must be pre-approved with signatures of the instructor and program chair/director (*if applicable*) before submission to the Registrar for evaluation and registration.

Schedule Adjustments

Students are solely responsible for each course in which they register and for notifying their advisors of any schedule adjustments. Students must verify their official TOWER schedules prior to the first day of classes and the last day to drop/add courses to confirm their registration. Students are not authorized to attend classes for which they are not officially enrolled.

Courses may be added during the first week of classes (*first five class days of fall/spring semesters*); however, each class missed that week counts as an unexcused absence. After the first week of classes, no additional coursework may be added or changed. Courses may be dropped during the first five class days via TOWER (*if enabled*); if TOWER is disabled, students must initiate registration changes through the Office of the Registrar. Specific add/drop deadlines apply to summer, January, and partial-term courses; refer to the academic calendar for the respective term.

After the first week of classes (*first five class days of fall/spring semesters*), withdrawing from a course requires submission of a course withdrawal form available from the Office of the Registrar. It is the student's responsibility to formally withdraw from courses. Discontinuance of attendance does not automatically constitute withdrawal from a course. Students failing to file proper withdrawal forms by the appropriate deadline must complete classes for which they are registered or receive an automatic grade of F. Withdrawing from courses during the second and third weeks of the semester appears on the student's transcript with a grade of withdrawn (W). Students withdrawing from a course after this period and up to one week after midterm receive either a grade of withdrawn/passing (WP) or withdrawn/failing (WF). When a student withdraws from a course later than one week beyond midterm, the grade is automatically WF. The effect of WF on the GPA carries the same weight as that of a full-term failing grade. Course withdrawals are not permitted during the week of final exams.

The official process of withdrawing from a course (*after the last day to drop a class without a transcript entry*) begins in the Registrar's Office; notifying instructors and advisors of intent to withdraw from a course does not automatically constitute course withdrawal. Students are solely responsible for formally withdrawing from a course. Neither failure to pay nor failure to attend will automatically remove a student from a course. Students failing to properly withdraw from a course risk owing the University all tuition and fees, repayment of financial aid, and failing grades in those courses.

Degree Requirements

Taylor University offers programs leading to the degrees of master of arts and master of business administration.

In view of occasional curricular changes, continuously-attending students may elect to meet the graduation requirements that were in effect at the time they entered Taylor University. They may also elect to declare a subsequent year's catalog requirements. In situations where curricular changes must be made in compliance with new licensing or credential requirements, students will be required to comply with new requirements.

While there is no official time limit for the completion of a degree, students must be continuously enrolled in order to complete a degree without applying for readmission. For a program that requires a thesis, when course work is complete and only the completion of the thesis remains, failure to enroll in continuation of thesis for a semester will result in readmission as the only option for continuing work on a graduate degree. When readmitted, all current degree requirements (including any additional course requirements) must be met.

Master Degree Requirements

A master's degree is an award that requires the completion of at least one academic year of graduate-level work or the equivalent in an academic field of study and that meets the institutional standards for satisfying the requirements of this degree level. Only one degree is awarded for each area of study.

Taylor University offers two master's degrees:

- Master of Arts
- Master of Business Administration

The following requirements apply to the master program:

- At least 12 of the last 18 hours must be taken at Taylor University.
- Only courses with a grade of B- or better will count in satisfying program requirements.
- Students must earn a cumulative GPA of 3.00 or higher.

Thesis Continuation

If a required thesis is not completed by the departmental deadline, a thesis continuation form will need to be filed with the Office of the Registrar. Students will be assessed a \$500.00 fee and receive no additional credit hours for the thesis continuation. Each program will decide on when the continuation will apply. Fees will be assessed each subsequent semester for a maximum of six semesters. Each program will inform the Registrar of who has not completed the thesis by the required date.

Students enrolled in the MAHE program must complete a thesis by the departmental deadline of August 15. If students do not meet this deadline they will be enrolled into, and be assessed the fee for, a thesis continuation.



Graduate Programs

Master of Arts Degree (MA)

Higher Education and Student Development

Master of Business Administration (MBA)

Business Administration

Licensure Program

Elementary Education Licensure Program
Secondary Education Licensure Program
Mild Intervention Licensure Program

Graduation

Application for Graduation

Candidates for graduation must complete and submit an application for graduation six months prior to the anticipated graduation date. The graduation application begins the degree evaluation process.

The Office of the Registrar will conduct degree audits on behalf of the student. If deficiencies are discovered, the student will be removed as a candidate for completion and participation in Commencement; it is the student's responsibility to notify his or her family of the change. If a new definitive plan is submitted addressing and correcting the deficiencies, the student may be reinstated as a graduation candidate.

Students are solely responsible for ensuring that their academic programs comply with the policies of the University and meet all graduation requirements.

See program chair/director for details regarding the application for graduation.

Commencement and Diplomas

A student may complete graduation requirements and officially graduate at the end of any Taylor University instructional terms concluding in December, January, May, June, July, or August. Only one Commencement ceremony is held—in May at the end of the spring term. Attendance at Commencement is expected; however, if a graduate is unable to participate, written notification of *in absentia* must be submitted to the Director of Graduation by April 15. Students are eligible to participate in a maximum of one Commencement per level of degree. Graduates subsequently completing a higher degree at Taylor would be eligible to participate in Commencement again.

A Summer graduation candidate should participate in Commencement if no more than 8 credit hours remain and the student notifies the Director of Graduation of all planned Summer courses to be completed by the respective official Summer graduation date. December and January graduates are eligible to participate in the ceremony following their official graduation. Any exceptions must be approved by the School Dean after the student has applied to graduate.

Any outstanding course, including incompletes, will prevent the conferral of the degree. A student intending to take additional courses beyond graduation must apply as a guest student or extend the graduation date. Diplomas should be mailed to graduates within three weeks of the conferral date following submission of final grades and completion of the final degree audit by the Office of the Registrar. Graduates must fulfill all financial obligations to the University before receiving a diploma.

Graduation Fee

A \$100 graduation fee will be charged to all students anticipating completion of a graduate degree. This fee is typically assessed during the final term of enrollment and is required of all graduates.



Academic Departments and Courses

Course Information

Some curricular courses or course components listed in this catalog include physical or off-campus activities for which students must sign a waiver of liability as a precondition of participation.

Course offerings (*including changes in time, day, and the assignment of instructors*) may be added to, amended, or canceled by the decision of a department or the University.

The following courses are offered in many departments with descriptions for these courses being the same for all departments, but carrying different departmental prefixes.

550 **Directed Research** **1-3 hours**
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

560 **Independent Study** **1-3 hours**
An individualized, directed study involving a specified topic.

570 **Selected Topics** **1-3 hours**
A course offered on a subject of interest but not listed as a regular course offering. *May count toward the program requirements.*

593 **Practicum** **1-3 hours**
Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

795 **Program Continuation** **0 hours**
To be used by students who have completed all degree requirements except thesis or internship. *Available only to students who are working under the supervision of a faculty advisor and with the approval of the program chair/director.*



Business Administration

Acting Program Director, Carrie Meyer

The Master of Business Administration (MBA) program is offered in collaboration with LCC International University, our partner school in Lithuania. Students start on the MA in International Management through LCC and then transfer into the MBA program through Taylor University. This innovative partnership focuses on the key enterprise-level decisions and implementation strategies required in today's dynamic business and economic climate, rather than on the mid-management skills of traditional programs. The program emphasizes the importance of community and relationships and is committed to changing lives through shared experiences. This is a strong tradition of Taylor University and one that sets this program apart. The delivery method is based on several residencies as well as incorporating elements of online learning into each course.

Students and professors will complete applied case studies, projects, and business research with local employers which are meaningful and rewarding for both businesses and graduate students. Some benefits of the program include:

- Taylor University's long history and national reputation for quality Christian liberal arts education
- Accredited by The Higher Learning Commission
- Timely and relevant course content
- Highly qualified and experienced faculty
- Small class cohorts that study together for the duration of the program
- An innovative format incorporating international travel/study, intensive seminars, Internet delivery, supervised research, and applied learning experiences

Business Administration (MBA)

The Master of Business Administration degree requires 36 hours, of which 18 are transferred from LCC international University.

Core Requirements through LCC International University

FIN 610	3	Financial Management and Performance
MGT 510	3	Organizational Design and Change
MGT 515	3	Ethics and Decision Making
MGT 575	3	Research and Analytics
MGT 610	3	Management and Strategy
MKT 510	3	Global Marketing and Business Cultures

Core Requirements through Taylor University

ACC 510	3	Managerial Accounting
ECO 510	3	Global Economic Environment
ITB 515	3	Global Study Tour
MGT 535	3	Business Creativity and Innovation
MGT 680	3	Human Resource Development
MGT 692	3	Directed Research - LCC

Accounting Courses

ACC 510 Managerial Accounting 3 hours

A review of both traditional and contemporary systems for providing timely and relevant information for decision-making. Emphasis is on recent and emerging accounting strategies developed to support management in implementing world class concepts such as value chain analysis, activity based management, just-in-time management, life cycle cost management, costs of quality, and productivity measurement and control. Qualitative as well as quantitative measures and techniques are examined.

Economics Courses

ECO 510 Global Economic Environment 3 hours

Survey of corporate financial management and the global economic environment. Primary course topics emphasize sophisticated pricing policies, managing under uncertainty, global competition considerations, global financial markets, corporate finance policies, and the various impacts of government policy. This course provides a basis for analyzing financial and economic decisions based on modern financial and economic theory.

Finance Courses

FIN 610 Financial Management and Performance 3 hours

This course will examine the critical financial issues and decisions facing organizations. Students will gain exposure navigating and analyzing financial statements to better understand and position organizations, including the budgeting process. A particular focus will be placed on generating and managing cash flow. Identifying and attracting a variety of funding sources is also addressed. Lastly, an examination of the means by which organizations can enhance their value and the requisite financial mechanisms to do so is undertaken.

International Business Courses

ITB 515 Global Study Tour 3 hours

Students experience the variations in operations and industry sectors and cultural differences first-hand by visiting other global markets. Tours include a combination of industry meetings with visits to historic sites and the unique communities of selected countries. Particular emphasis is given to identifying cultural differences in values, customs, attitudes, and behaviors that impact the marketplace and organizational environments. Students are encouraged to explore and examine particular areas of interest during the study tour and while completing course requirements.

Management Courses

MGT 510 Organizational Design and Change 3 hours
The behavior of groups and individuals in organizations is examined using current management theory and research. Emphasis is given to understanding, predicting, motivating, and changing work-related behaviors in organizations. Key topics include organizational structure, culture, power, diversity, performance, resistance, and communication, particularly related to the rapid pace of organizational growth and change.

MGT 515 Ethics and Decision Making 3 hours
This course seeks to foster the practice of robust Christian ethics in organizational settings, especially as it relates to decisions. The foundation for effectiveness in leadership is built on Christian character and virtue as well as understanding of a Christian worldview and how it relates to and differs from other ethical worldviews. The leader is prepared for ethical decision-making and for strength of character by which to execute those decisions. The course draws first from the Bible and then from philosophy, psychology, history, literature, and current events for its principles, exemplars, and case studies.

MGT 535 Business Creativity and Innovation 3 hours
Processes that are used to develop new ideas and opportunities are covered from a managerial perspective, including how to stimulate creativity and imagination in employees and associates. Challenges to innovation management, new product development, collaborative efforts, and the learning organization are examined through theory and application. Course includes both individual and group processes used to strengthen organizational creativity.

MGT 545 Business and Organizational Sustainability 3 hours
This course examines the development of sustainable organizations and practices. This course is interdisciplinary in nature, integrating science, business, and environmental studies. A look at how sustainable business practices improve long-term profitability, the health of natural systems, and the social infrastructure of our world community is undertaken. Among other activities you will analyze how to manage resource scarcity, and apply case studies to your business model. You will also evaluate the business case for sustainable practice in selected sectors and organizations, examine the potential for implementing sustainable business practices for selected sectors and organizations, and consider the implications for Christians in sustainable organizations.

MGT 575 Research and Analytics 3 hours
Study of the research process and techniques. Students will learn and utilize specific steps and methods within the research process within their organizations to tackle issues as they arise and produce quantitative analysis to be used in their decision-making. Students will also learn the process of developing meaningful analytics to drive performance within their organizations, with a heavy emphasis on performance metrics.

MGT 610 Management and Strategy 3 hours
Current and historical perspectives related to the organization and strategy foundational to top management development, including organizational analysis that leads to strategy formulation and implementation. This course emphasizes the examination of present and historical management theory and practice, as well as current trends in literature and numerous industry applications.

MGT 620 Leading Strategies and Organizations 3 hours
This course addresses current trends and practices regarding organizations, their structures, intended outcomes and how they deal with culture, employee behavior, and values. Students will examine best practices and innovative strategies designed to create and evaluate organizational behaviors, individual and organizational learning, communicating across cultures, and intellectual capital. This course also examines organization leaders in such areas as communication, motivation, work teams, organizational change, stress, influence, loyalty, and trust.

MGT 652 Management and Leadership of Closely Held Businesses 3 hours
Family-owned businesses throughout the world are transitioning to a new generation of leaders. More than ever, the success and continuity of these organizations depends on the effectiveness of those at the top. This course will explore the unique challenges and opportunities involved in the management and ownership of family businesses. Key business, personal, and interpersonal issues relevant to the continuity and management of these firms are examined. Topics will include understanding the family business as a dynamic entity, exploring family systems, and their impact on family business management, ownership transfer and estate planning issues, and important transitions and life cycles in the family-owned organization, especially in preparation for succession planning and leadership development.

MGT 653 Legal Issues and Governance of Closely Held Businesses 3 hours
This course will focus on the legal obstacles that a family business owner faces. These obstacles range from acquiring licenses and permits, leasing property, selection and working with attorneys, patenting a product, dealing with credit and collections, and other similar legal issues as they apply specifically to family-owned businesses and their leaders. Students will also examine topics concerning governance such as developing effective boards, organizing family assembly and family council meetings, creating policies and plans for the family's involvement, and how to develop leaders in the family-owned business.

MGT 654 Biblical Leadership Application 3 hours
This course focuses on key passages of Scripture related to Biblical leadership and the effective application of Scripture to the role of a leader. This course equips students to serve effectively as Christ-centered leaders, change agents, mission-oriented facilitators, and organizational administrators. Students will participate in various leadership assessments throughout the course, allowing each individual to learn about their own natural leadership style and how this affects those they lead. Emphasis will be placed on developing a Biblical model of leadership, including theories of leadership, leadership styles, leadership responsibility and accountability, and leadership relationships with key stakeholders.

MGT 680 Human Resource Development 3 hours
Rapid changes in technology and job design, along with the increasing importance of learning- and knowledge-based organizations, makes human resource development, with a focus on performance, an increasingly important topic. This course is a study of current trends in human resource development in organizations with a focus on how individuals and groups learn and interact, including motivation, group dynamics, system theory, organizational culture, learning and change. Specifically students will learn how to identify development needs through assessments, job analysis, identifying and developing a variety of development activities, including training and coaching, and evaluating development programs.

MGT 692 Directed Research – LCC 3 hours
Investigative learning involving closely directed research using data, scientific literature, and research tools. In this course students demonstrate advanced research methods in both an extensive review of literature and original research on a significant topic in the field of international management. The requirements for completing directed research include the following components: the problem and its setting, the literature review, data collection methods, summary of results, conclusions, and recommendations for further research. The student works with a personal advisor, with the final approval being given by the Thesis Committee. The thesis must be presented at a public oral defense.

Marketing Courses

MKT 510 Global Marketing and Business Cultures 3 hours
Study and application of the current challenges confronting marketing organizations in today's global marketing environment. Critical success factors essential to effective and efficient marketing efforts are developed through numerous industry applications. Individual, organizational, and industry factors that impact market-oriented planning, global market development, effective channels management, integrated marketing communications, and attention to competitive advantages are examined. Marketing leadership skills are emphasized, including intercultural communication, cultural sensitivity, acculturation, collaboration, and cultural synergy. The examination of competitive strategy, positioning, advantages, and opportunities are analyzed and discussed.

MKT 610 Strategic Marketing Management 3 hours
The marketing concepts and theories underlying marketing decision making are developed, including market analysis, segmentation strategies, new product development processes, marketing performance assessment, channels management, and business-to-business environments. Applications of marketing practice are made to a variety of organizations and industries.

Higher Education and Student Development

Graduate Chair, Tim Herrmann

The Master of Arts in Higher Education and Student Development (MAHE) program is built upon the foundation of a unique and longstanding institutional commitment to whole-person, Christ-centered higher education and prepares graduates to provide thoughtful and effective service within diverse higher educational settings. This foundation supports a distinctive community culture in which all members—students, faculty, staff, and administration—are encouraged to partner together to facilitate a robust and dynamic educational enterprise combining academic excellence, personal support, and Christian vision. It will employ an engaged instructional methodology to teach, model, and promote whole-person education, serve in a variety of higher educational roles and contexts, and cultivate change agents who will provide exemplary higher educational service and leadership from a Christian perspective.

This program is designed to help you connect to the best of higher educational research, thought, and practice in order to form a distinctive, personal educational philosophy that will equip you to serve and inspire college students in a manner that helps to nurture growth and fullness in all areas of their personal and professional lives. The program is intended to prepare graduates to serve in a variety of higher educational roles and contexts. In accordance with this objective, the program will focus on the following 16 specific learning outcomes.

- College student development: Program graduates will be able to describe the major elements and issues of college student development and will demonstrate the capacity to apply developmental understandings in professional settings.
- History of higher education: Graduates will demonstrate knowledge and understanding of the key historical events, movements, and trends that have shaped American higher education.
- Administration and governance: Graduates will be aware of the unique administrative, organizational and governance issues and structures present in higher education. In addition, they will demonstrate the ability to navigate these structures in a manner that allows them to work effectively within them.
- Counseling and referral: Graduates will demonstrate an understanding of and proficiency with basic helping skills as well as the skills and knowledge required to provide referrals to students needing professional mental health care.
- Higher education finance: Graduates will exhibit a comprehensive understanding of higher education finance and funding structures as well as the abilities to understand, construct, and manage institutional and departmental budgets.
- Student learning: Graduates will possess knowledge of the student learning paradigm and demonstrate proficiency at promoting, developing and implementing a “seamless curriculum.”
- Program Development: Graduates will exhibit theoretical understanding and organizational skills necessary for the development and implementation of effective educational curricula and programs.
- Assessment: Graduates will have an understanding of the principles of program assessment, skills needed to construct such assessments, and the knowledge of how to incorporate assessment findings into continuous quality improvement.
- Educational foundations: Graduates will possess knowledge of the philosophical, psychological, and sociological underpinnings of American higher education. Additionally, they will be able to discern important implications of these foundations in the practice of program and curriculum design and implementation.
- Research and scholarship: Graduates will demonstrate research proficiency necessary for the purposes of program assessment and improvement, development of optimal educational practice, and the advancement of knowledge in the field. Students will participate in original research and have opportunities to present or publish findings professionally.
- Leadership for change: Graduates will demonstrate an understanding of the theoretical and practical principles for leading change. Additionally, graduates will develop a personal model of leadership and gain experience by assisting in undergraduate leadership development initiatives.
- Legal issues in higher education: Graduates will understand legal concepts and issues in higher education and demonstrate practical knowledge of working through legal counsel.
- Spiritual development: Graduates will display personal spiritual maturity and the clear ability to effectively and appropriately integrate faith and practice. Additionally, graduates will possess the knowledge and skills necessary to promote student spiritual formation. This outcome will form the foundation of the whole person philosophy of this Christ-centered program and its graduates.
- Contemporary issues and trends in higher education: Graduates will demonstrate knowledge and understanding of significant issues and trends in higher education. Additionally, they will possess a practical understanding of methods of identifying and evaluating contemporary developments.
- Practical experience: Graduates will gain hands-on professional experience through participation in a variety of practicum and internship opportunities.
- Global engagement: Graduates will understand higher education within a global context and be prepared to skillfully operate within multiple cultural environments.

Higher Education and Student Development (MA)

The Master of Arts degree in Higher Education and Student Development requires 40 hours. The successful completion of a thesis is required for graduation. Students may request an extension for completion by August 15. The extension must be approved by the thesis supervisor and the Graduate Chair. If a student fails to complete the thesis prior to August 15, the student must maintain continuous enrollment and will be charged a continuation fee, currently \$500, each term until the thesis is complete.

Student Core

HED 510	3	College Student Development
HED 520	3	College Student Mental Health
HED 610	3	Spiritual Formation
HED 630	3	Facilitating Student Learning
HED 695	3	Capstone in Higher Education and Student Development

Leadership and Administration Core

HED 570	1	Global Student Mobility
HED 640	3	Assessment of Learning in Higher Education
HED 645	2	Comparative International Higher Education and Introduction to Study Abroad
HED 650	3	Leadership and Administration in Higher Education

History and Foundations Core

HED 530	3	Organization, Governance, and Culture in Higher Education
HED 550	3	History and Foundations of Higher Education

Research and Inquiry Core

HED 580	3	Inquiry in Higher Education
HED 690	1	Higher Education Research
HED 790	2	Advanced Research and Data Analysis

Internship and Professional Development Core

HED 585	1	Professional Development Seminar I
HED 592	2	Internship
HED 685	1	Professional Development Seminar II

Higher Education and Student Development Courses

HED 510 College Student Development 3 hours
This course explores the specific developmental patterns and issues of college students.

HED 520 College Student Mental Health 3 hours
This course explores and promotes a wellness model to facilitate optimal college student mental health. Additionally the course will seek to provide key knowledge and skills necessary to work effectively with college students. Attention will be given to the promotion of healthy lifestyle choices, recognizing and intervening in common problem behavior areas, and the development of helping/counseling skills.

HED 530 Organization, Governance, and Culture in Higher Education 3 hours
This course explores the unique administrative and governance structures present in higher education as well as the influence and importance of organizational culture.

HED 550 History and Foundations of Higher Education 3 hours
This course investigates the significant historical and philosophical trends that have influenced and shaped American higher education.

HED 580 Inquiry in Higher Education 3 hours
This course surveys common statistical concepts and design strategies used in higher educational research.

HED 585 Professional Development Seminar I 1 hour
This seminar style course will explore a variety of current events and trends in higher educational topics as well as issues of career planning and development.

HED 592 Internship 2 hours
First direct supervised experience within an institutional office or program. Student will assume direct responsibility for a specific project or program.

HED 610 Spiritual Formation 3 hours
This course focuses on the elements of spiritual formation as well as methods and considerations necessary for facilitating committed Christian discipleship.

HED 630 Facilitating Student Learning 3 hours
This course is designed to explore the student learning paradigm and its applications to higher educational practice.

HED 640 Assessment of Learning in Higher Education 3 hours
This course explores the assessment movement in higher education with an emphasis on developing assessment strategies and designing useful goals and measures of student learning and program effectiveness. A key component of this course will be assessment for continuous quality improvement.

HED 645 Comparative International Higher Education and Introduction to Study Abroad 2 hours
The focus of the course is to allow for a comparative analysis of higher educational policy and practice between the U.S. and other international locations. This will be accomplished by lecture, discussion of readings, and international site visits. These visits will allow students to explore and observe a variety of international institutions and interact with the administrators, faculty and students of these institutions. As a result, students will understand the key differences and similarities between American and higher educational practices in other parts of the world. Additionally, students will develop a practical understanding of planning and leading a study abroad experience.

HED 650 Leadership and Administration in Higher Education 3 hours
This course explores the administrative structures common in higher education as well as key leadership issues present and skills necessary to effectively navigate, design and maintain critical systems, and lead change.

HED 685 Professional Development Seminar II 1 hour
Professional development seminars will be taken by all students during the spring of the first year and the fall of the second year. These seminar style courses will explore a variety of current events and trends in higher educational topics as well as issues of career planning and development.

HED 690 Higher Education Research 1 hour
This course provides an introduction to research methodology in higher education. Students are asked to develop a foundational understanding of the practitioner-scholar model in relationship to their training within higher education. Students will also begin development of their thesis project.

HED 695 Capstone in Higher Education and Student Development 3 hours
The capstone course and the completed thesis serve as the two culminating experiences of students seeking the M.A. degree in Higher Education and Student Development. This seminar style course will help students to refine their philosophical, practical, and vocational understandings of higher education in order to prepare them to launch their professional journey. The ultimate purpose of the course is to help students to nurture a concrete understanding of the vital connection between theory and practice for both their own service and for the broader realm of higher education.

HED 790/791 Advanced Research and Data Analysis 2 hours
Continuation of Inquiry in Higher Education and culminates in the crafting of a publishable thesis.

HED 795 Program Continuation 0 hours
To be used by students who have completed all degree requirements except thesis or internship. Available only to students who are working under the supervision of a faculty advisor and with the approval of the program chair/director.

Transition to Teaching

Director of Transition to Teaching/Licensure Programs, Pam Medows

The Transition to Teaching (TTT) program is a non-degree program designed for individuals who have earned a baccalaureate degree from a regionally accredited institution of higher education and wish to pursue a teaching license. The program includes coursework completed online along with associated field experiences.

Students desiring an elementary license will complete a 24-hour course of study. The secondary licensure program is an 18-hour course of study. Candidates must meet all state licensure requirements of the Indiana Department of Education which include state tests, CPR training, and suicide prevention training. A ten-week student teaching experience is a mandatory component of either program. Upon successful completion of all program requirements, students may apply for an Indiana teaching license.

In addition to the coursework required for each program, students admitted to the program must submit a current criminal background check; pass basic competency, content knowledge, and pedagogy tests; and complete an electronic portfolio during student teaching.

The Mild Intervention Licensure Program allows a candidate who already possesses a current Indiana license to add Exceptional Needs: Mild Intervention (K-12) to their license. This program is a series of six courses, some of which include a field experience component. Student teaching is not required. Upon completion of coursework and passage of state required competency tests, the candidate will be eligible to add this licensure to their existing license.

For additional information and an application, please contact the Taylor University Education Department at (765) 998-5147 or visit online at <http://online.taylor.edu/transition-to-teaching>.

Elementary Licensure Program

The elementary licensure program requires 24 hours.

Requirements

SED 520	3	Exceptional Children
TTT 510	3	Introduction to the Education Profession
TTT 520	3	Educational Psychology
TTT 540	3	Mathematics in the Elementary Classroom
TTT 551	1	Classroom Management for Elementary Teachers
TTT 560	3	Early Literacy Experiences and Assessments: K-3
TTT 565	3	Middle Childhood Literacy and Assessment
TTT 581	2	Methods and Materials for Elementary Teachers
TTT 590	3	Student Teaching: Transition to Teaching

Secondary Licensure Program

The secondary licensure program requires 18 hours.

Requirements

SED 520	3	Exceptional Children
TTT 510	3	Introduction to the Education Profession
TTT 520	3	Educational Psychology
TTT 535	2	Reading in the Content Area for Secondary Teachers
TTT 552	1	Classroom Management for Secondary Teachers
TTT 555	3	Secondary Methods
TTT 590	3	Student Teaching: Transition to Teaching

Mild Intervention Licensure Program

The mild intervention licensure program requires 18 hours.

Requirements

SED 520	3	Exceptional Children
SED 530	3	Foundations of Special Education
SED 535	3	Critical Issues in Special Education
SED 540	3	Assessment in Special Education
SED 550	3	Behavior Management
SED 555	3	Methods of Special Education

Special Education Courses

SED 520 Exceptional Children

3 hours

This course is designed to prepare the teacher for the challenge of meeting the needs of diverse student populations in the regular classroom. Various topics included are diverse student populations, mainstreaming and inclusion, federal and state special education laws, identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation.

SED 530 Foundations of Special Education

3 hours

This course is an overview of the history and development of laws which mandate the provision of Special Education and related services to students with disabilities. The purpose of this course is to empower the prospective teacher of Special Education through the development of the knowledge of the legal foundation of Special Education. Students will gain an understanding of the legal issues surrounding the rights and provision of Special Education services to students with disabilities in public schools. This course will provide students with information about legal issues in special education with an emphasis on implementing legally sound policies and procedures in their own practice.

SED 535 Critical Issues in Special Education

3 hours

This course is an overview of the contemporary issues surrounding the inclusion of students with mild to moderate disabilities in public schools. The purpose of this course is to empower the prospective teacher of special education through their preparation to respond to issues they will encounter in the profession. Students will explore a wide variety of issues and trends currently impacting the field of special education. Students will gain an understanding of the important issues surrounding the inclusion of students with mild to moderate disabilities in public schools. *Prerequisites:* SED 520 and SED 530.

SED 540 Assessment in Special Education

3 hours

This course focuses on formal and informal assessment used to identify, plan for, and teach students with exceptional needs, including the use of that information to develop individual education plans. Communication of that information with students, parents, and other personnel is discussed. This course has a field experience. *Prerequisites:* SED 520 and SED 530.

SED 550 Behavior Management**3 hours**

Managing the learning environment of students with special needs is the focus of this course. Topics covered include behavioral assessments and their use in developing intervention plans for exceptional students, as well as the legal implications of laws and regulations regarding the implementation of these plans in various learning environments. Characteristics and observations of behavior disorders are also explored. An observation of a classroom with disruptive behaviors is required as well as service learning projects. *Prerequisites: SED 520 and 530.*

SED 555 Methods of Special Education**3 hours**

Methods and materials used in the intervention of exceptional learners are presented in this course. Strategies of instruction in the least restrictive environment, modification of curriculum, and collaboration and consultation across the spectrum of services are presented in conjunction with the daily teaching and planning required of students' individual education plans. Includes a field experience lab. *Prerequisites: SED 520 and 530.*

Transition to Teaching Courses**TTT 510 Introduction to the Education Profession****3 hours**

A study of the historical, philosophical, and sociological foundations of education. The organization, role, and funding of the public school (K-12) in a multicultural society are examined. Topics include court cases related to education, INTASC principles, concepts of teaching, lesson planning, educational technology, and educational ethics. The course also includes an introduction to candidate portfolio. Includes a field experience lab.

TTT 520 Educational Psychology**3 hours**

The study and application of learning theories and psychological concepts and principles to the teaching-learning process. Cognitive, affective and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, teaching models, principles of assessment, lesson planning, issues related to diverse student populations, motivation, and classroom management. The course includes a 12-15 hour field experience.

TTT 535 Reading in the Content Area for Secondary Teachers**2 hours**

Designed to provide practical procedures for developing effective reading skills at the junior high, middle, and secondary school levels. Attention centers on understanding the relationships between the processes of reading and the learning of content. Suggestions on how to meet the total range of student reading needs in the classroom are addressed. Methods and materials to enhance advanced comprehension and study skills of adolescents in a multicultural society are presented. Some field experience is required. *Prerequisites: TTT 510 and TTT 520.*

TTT 540 Mathematics in the Elementary Classroom**3 hours**

A content-methods course for elementary teacher preparation which is a study of number systems, operations, geometry, measurement, data analysis/probability, and state accountability requirements in math (NCLB). There is a special reference to teaching materials, laboratory methods and pedagogy, including classroom use of manipulatives and technology. Includes a field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 550 Classroom Discipline and Management**3 hours**

The course is designed to assist students in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories including Positive Reinforcement, Assertive Discipline, and Harry Wong, along with the study of legal implications for teachers are used in conjunction with case studies to assist students in developing effective discipline skills. *Prerequisites: TTT 510 and TTT 520.*

TTT 551 Classroom Management for Elementary Teachers**1 hour**

This course is designed to assist candidates preparing for the elementary classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist candidates in developing effective discipline plans. This course includes 6-8 hours of field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 552 Classroom Management for Secondary Teachers**1 hour**

This course is designed to assist candidates preparing for the secondary or P-12 classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist candidates in developing effective discipline plans. *Prerequisites: TTT 510 and TTT 520.*

TTT 555 Secondary Methods**3 hours**

This course is designed for secondary education/P-12 candidates in the Transition to Teaching program. All aspects of planning, current effective teaching strategies, and evaluation of individual progress utilizing both traditional and non-traditional assessments are discussed. Aspects of adolescent literacy are included. Content specific assignments are included. The course includes a 12-15 hour field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 560 Early Literacy Experiences and Assessments: K-3**3 hours**

This course is an examination of current methods, materials, and media used in teaching and assessing literature in a multicultural society. Literacy skills instruction and the development of literacy reading skills are studied in relationship to the total range of student needs. Topics include how language is acquired and developed, reading process, hierarchy of reading skills, technology to instruct and reinforce reading skills, and methods used to instruct reading. Includes a field component. *Prerequisites: TTT 510 and TTT 520.*

TTT 565 Middle Childhood Literacy and Assessment**3 hours**

This course is designed to examine current methods, materials, and media used in teaching literacy for grades 3-6 and to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assist reading problems of elementary school children in these grades. Teaching methodologies in language art and literature-based programs are addressed. Students prepare plans of correction for elementary school children's weaknesses in reading. Includes a field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 580 Methods and Materials for Elementary Teachers**3 hours**

An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Topics include development of thematic units, implementation of various instructional strategies, lesson planning, and integration of five elementary subject areas. *Prerequisites: TTT 510 and TTT 520.*

TTT 581 Elementary Methods**2 hours**

An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Topics include development of thematic units, implementation of various instructional strategies, lesson planning and integration of elementary subject areas. Assignments are commensurate with graduate level work. Includes 3-6 hours of field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 590 Student Teaching: Transition to Teaching**3 hours**

Student teaching is a ten week full-time teaching experience under the supervision of public or private school and college personnel. A portfolio is required to successfully complete student teaching. *Prerequisites: (a) approval by the Teacher Education Committee; (b) completion of required program courses.*

Admissions

Application Process

The application process at Taylor University is more than paperwork. Through this process, students are invited to join Taylor's intentional Christ-centered graduate community, developing minds for relentless discovery and a vision for engaging the world.

Application Procedures

Students may apply to their chosen graduate program year round, but are encouraged to apply as early as possible before the term of desired enrollment. Programs will accept students based on established timelines and for specific terms. Application materials are available through the website of the specific program or may be requested by phone.

Application Review

Admission to Taylor University involves a two-stage process:

- During the first stage of the review process, applications are assessed carefully to determine if they meet minimum requirements for admission to the university. Qualified students then continue to the second stage of the review process.
- During the second stage of the process, students from the pool of qualified applicants are selected for admission. Selection is based on a comprehensive review of the materials received. Academic preparedness, spiritual depth and unique contributions to the community are important factors that are considered.

Decisions and Notification

Prospective students will receive one of two types of notification:

- **Standard Notification**

Students are notified of their application status on a rolling basis. During the application process, students usually enter into a conversation with university personnel, particularly the program personnel. Students are encouraged to complete their application as early as possible. An interview is recommended for all students and required for admission to some programs.

- **Denial**

The review committee may feel that a student's success at Taylor is in question and that a denial is in the best interest of the student. In such cases, students are notified by mail of the decision.

International Students

International students desiring admission should provide the following for consideration:

- A minimum TOEFL iBT score of 90, with no lower than a score of 22 on each of the four sections. Scores must not be more than two years old. When registering, students should indicate code 1802 to have the scores sent directly to Taylor. The TOEFL may be waived if the student is a citizen of Australia, the Bahamas, the British West Indies, Canada, Great Britain, or New Zealand, or if the student has studied in one of the above-mentioned countries or in the United States within the last two years and has a good academic record.
- Certificate/Diploma showing completion of an undergraduate degree, including the results of any examinations. Official English translation of the certificate or diploma is required.
- An acceptable GRE score as determined by the graduate program. This score is necessary for students who have not completed an undergraduate degree from an accredited institution of higher education where English is the language of instruction.

An application will not be evaluated until the student submits a completed application (including essays), completed recommendation forms, official academic records and test scores, TOEFL scores, an affidavit of support, and a signed Life Together Covenant.

International students have to show evidence of financial support before full acceptance can be granted. The Form I-20 will not be issued until documentation showing sources of financial support is submitted. International students may work on campus part-time during the academic year; however, the income generated will not be sufficient to cover education costs.

If a student enters the graduate program on conditional admission (having a questionable TOEFL or GRE score), completion of ESL 200 and ESL 201 (6 undergraduate credit hours total) will be required in the first semester of study to ensure language ability. Unsuccessful completion of these courses would result in an inability to continue in the graduate program.

Transfer Students

Transfer students are accepted into graduate programs on a case by case basis. Consult with the specific program for further information.

See the *Academic Regulations* section for information regarding the transfer of credit to Taylor University.

Guest Status

Students are considered guests when they are not seeking a degree from Taylor University and fall into one of the following categories:

- Students who desire to take one or two courses at Taylor for the specific purpose of transferring the credit earned to another institution.
- Students who attend one of the Christian College Consortium schools and desire to complement their preparation with course work at Taylor.
- Individuals who wish to take one or two courses solely for the purpose of self-improvement.

Guest students may earn no more than 9 credit hours with this status. Transfer credit is not accepted while the student holds guest status. Students who wish to apply credits toward a degree must apply for regular admission to the University through the relevant graduate program.

Finance

The University supports the graduate program beyond the tuition costs by providing material resources, support services, and facility requirements. We thank God for each student and the support of others as we prepare graduate students to minister the redemptive love and truth of Christ to a world in need.

The University reserves the right to increase rates if and when necessary.

Annual Costs

Refer to the specific department for information on tuition and fees.

Other Charges

Certain classes may require the student to purchase materials for specific projects or may require a basic materials charge. These costs vary by course and are charged equally to each student enrolled in the course. Certain other charges are assessed for courses requiring private or special instruction and for administrative costs for special services and transportation.

Payment of Bills

The billing statement notification is e-mailed on or about the last day of each month to the student's TU e-mail address, with payment due the 20th of the month. The initial billing statement for the fall semester is issued in July with payment due in full August 20. The January interterm and spring billing statement is issued in December and is due in full by January 20. The MBA program has a different schedule for bills. Please call the MBA office for details.

Statements are issued each month for students who owe a balance or have had transactions to their account during that billing cycle. Any new charges that may occur are due the 20th of the month to avoid a late fee. Full account information is available through myTAYLOR and includes unbilled activity as well as statements. Payment can be submitted online through this secure site. There is no fee to pay with electronic check. Payment by credit card (MasterCard, VISA, Discover, or American Express) will incur a convenience fee. If parental access is necessary, it is the student's responsibility to provide access to this information by completing that option at the secure billing site.

Taylor University uses the @TAYLOR.EDU student email address to communicate, and students are responsible to check their Taylor email account regularly as they miss important information if they do not do so. Students can set up their preferred address for online billing and also authorize additional (e.g., parent) e-billing addresses by completing the authorization that can be accessed through their online account.

There are two payment options available:

- Payment in full by the due date of August 20 for fall semester and January 20 for spring semester. Payment for incremental additional charges that may occur are due by the 20th of the month for which charges are billed.
- Enroll in a Taylor University monthly payment plan to split the semester payment into equal monthly payments. The only cost to enroll is \$25 per semester and several options are available ranging from 6 to 2 payments per semester. Enrollment is at the online student account site.

Taylor charges a monthly penalty on late payments based on the following policy: Any account balance not paid by the due date when first billed, or deferred pursuant to one of the payment options described above, will be subject to a monthly late fee equal to the greater of \$5 or interest accrued at 1.08% (annual percentage rate of 13 percent).

A student's account must be current to avoid a Bursar hold on registration, and a student's account must be paid in full for release of transcripts or diploma.

Additional information may be found in the Tuition and Fees Schedule available in the Office of the Bursar/Student Accounts.

Refund Schedule for Full Withdrawal (Fall and Spring Semesters)

Withdrawals to the end of:	Tuition	Room	Board
First Week*	90%	Prorated	Prorated
Second Week	90%	Prorated	Prorated
Third Week	75%	Prorated	Prorated
Fourth Week	60%	Prorated	Prorated
Fifth Week	45%	Prorated	Prorated
Sixth Week	20%	Prorated	Prorated
Seventh Week to end of semester	0%	Prorated	Prorated

*First five class days of the fall/spring terms.

Registration Changes

A refund of charges will be given to students dropping by the last date to drop a class without a transcript entry ("drop/add" period).

University Withdrawal Procedures

Graduate School withdrawal forms are available from the Registrar's office.

In cases of withdrawal of full-time graduate students from the University, refunds of student charges for tuition are based on the refund schedule. Basic fees are nonrefundable. No refund will be given for withdrawals after the end of the sixth week.

Refunds are based on the total term bill and on the date the official withdrawal form is completed. Any deviations from the refund policy are at the discretion of the Office of the Bursar and the Vice Provost.

If a student is receiving financial aid, funds will be returned to the aid source(s) according to the Taylor University Return of Financial Aid Funds policy available online at <http://www.taylor.edu/dotAsset/5a9c4b76-d703-466b-94d8-1815a718aac2.pdf>.



Financial Aid

The following information regarding financial aid is accurate at the time of the catalog printing, but is subject to change due to changing federal and state regulations and institutional policies and budgetary constraints. For the most current information, please refer to the financial aid section of our website at <http://www.taylor.edu/admissions/finaid> or contact the Financial Aid Office.

The financial aid programs at Taylor recognize that it is the basic responsibility of students and their families to finance a college education. However, the rising cost of education has made it necessary for many students to enlist financial assistance outside their personal resources. Financial aid can help many qualified students attend Taylor regardless of financial circumstances.

The financial aid programs offer assistance to students in need in the form of scholarships, assistantships, loans, and employment.

To determine the student's eligibility for federal loans, Taylor uses the Free Application for Federal Student Aid (FAFSA).

Satisfactory academic progress for financial aid applicants/recipients who are graduate students shall be measured both qualitatively and quantitatively. Specifically, in order to be eligible to receive financial aid, students must meet the following criteria:

1. Maintain a minimum cumulative grade point average based on the student's cumulative credit hours completed in accordance with the academic standards set for the particular academic graduate program.
2. Successfully complete at least 67% of cumulative attempted credit hours.
3. Complete the graduate degree program in a maximum number of credit hours not to exceed 150% of the program length (e.g., if the program length is 30 credit hours then the student must complete the program within 45 cumulative credit hours attempted).

How to Apply for Financial Aid

In order to receive timely consideration in the awarding of financial aid, students must: (1) submit the indicated forms; (2) respond promptly to requests for additional information, documentation, etc.; and (3) comply with the following directives:

- Be accepted for admission to Taylor University. Students may apply for financial aid prior to their acceptance at Taylor, but financial aid will not be awarded until acceptance is finalized. Please note that transfer students must indicate Taylor University as a recipient of their Free Application for Federal Student Aid (FAFSA) information and have their financial aid forms received by the federal processor by March 10.
- Complete the FAFSA online at <http://www.fafsa.ed.gov> as soon as possible after October 1. The federal processor must receive the FAFSA by March 10, in order to be considered for need-based institutional aid. Students whose forms are received after this date will only be eligible for the Federal Stafford Loan, Federal Pell Grant, Federal PLUS funds, and non-need merit-based aid. Please also consider the following:
 1. In order to avoid unnecessary delays in processing, the Taylor Financial Aid Office strongly recommends that a family complete its income tax returns before completing the FAFSA. However, if this is not possible, the FAFSA must be completed using estimated tax information in order to meet the deadline.
 2. The release of information to Taylor University should be clearly requested on the FAFSA (code # 001838).

Loans

Anyone may apply for the following loans by completing the appropriate applications:

- The Federal Direct Unsubsidized Federal Stafford Loan is a student loan provided directly from the federal government and is not based on financial need. Interest accrues from the date of disbursement and will be capitalized into the loan. If you are interested in this loan, follow the instructions listed in your electronic award notification. To ensure disbursement for the August payment, you must apply online at <https://myfa.taylor.edu> by July 1. The loan provides a maximum of \$20,500 per year. Repayment begins six months after the student leaves school. This loan has a fixed interest rate of 5.31 percent.
- The Federal Direct Grad PLUS Loan is a loan for graduate students provided directly from the federal government, and a separate application must be completed online at <https://studentloans.gov>. To ensure disbursement for the August payment, the online application must be completed by July 1. It is not based on financial need and may not exceed the cost of attendance minus other aid. Interest on each disbursement amount begins to accrue at the time of disbursement. Repayment begins 60 days after the final disbursement of the loan period. Federal Grad PLUS has a fixed interest rate of 6.31 percent.

Assistantships

MAHE Program: An important feature of Taylor's M.A. in Higher Education and Student Development program is the availability of on-campus assistantships. Each full-time student is guaranteed an assistantship, and will receive a minimum of \$3,000 per year. More significantly, approximately 25 assistantships will be available at \$5,000 to \$8,000 per year for selected full-time students. These assistantships are designed as educational experiences and will provide students with meaningful and marketable skills that will serve them well as they seek professional positions upon graduation from the program. For further information concerning MAHE assistantships, please contact the MAHE Program Services Director, Kelly Yordy, at (765) 998-4578 or klyordy1@taylor.edu.

Student Development

In keeping with the mission of Taylor University, the purpose of Student Development is to provide a life-changing student development program and services within a decidedly Christian residential community by caring for the needs of a diverse student body in ways that foster the holistic growth of each individual.

Student Development is committed to the following objectives:

- Provide the environment, resources, and programs that maximize the potential for Christian students to grow in their understanding and expression of their Christian faith.
- Provide programs that promote ethnic and cultural understanding.
- Provide professional counseling and healthcare services for students.
- Create a residence life program which encourages personal growth and fosters a living out of the Life Together Covenant.
- Provide safe, attractive, and comfortable housing facilities for students.
- Provide wellness programs, experiences, and information which help students to live healthy and balanced lives.
- Provide a campus community which is safe and secure for students.
- Provide orientation services that will aid students in their transition to Taylor University and college life.
- Enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, recreational, athletic, and leadership programs.
- Assist students with career planning that will result in professional preparation for placement.
- Ensure a student body profile, both in numbers and quality, that is supportive of Taylor's strategic educational and institutional planning.

Campus Ministries

Campus Ministries is an integral part of Taylor's whole person education. The office of Campus Pastor oversees the chapel program and provides for the pastoral needs of the University. Chapel for the entire community is held three times a week during each semester as well as Interterm. Spiritual renewal weeks, as well as other special emphasis weeks, are featured throughout the year.

Career Coaching

The Calling and Career Office is located in the Boren Campus Center. Staff members assist students in exploring how their values, interests, personality, and skills connect to potential career paths and assist students in creating a plan to achieve their goals. The staff reviews resumes and cover letters, prepares students for professional interviews, conducts workshops, and facilitates networking opportunities to connect students with alumni and employers. The calling and career staff encourages students to begin using the services of the office early in their graduate careers in order to expand the choices they will have upon completion of their degrees.

Taylor's calling and career resources are available to serve students, faculty, and alumni. Resources include self-assessment tools, online resources, books, graduate school information, and employer and alumni contact information. The Calling and Career Office utilizes both Strong Interest Inventory and StrengthsQuest assessments to assist students in identifying their passions and abilities. The CCO maintains online databases that connect students and alumni to current full-time, internship, and part-time positions. For information, contact the Calling and Career Office (765-998-5382).

Counseling Center

The Counseling Center offers students professional counseling services on a no-fee basis. Individual counseling, groups, workshops, and educational programs are available. Care is given to approach all of life in the context of a biblical worldview. The Counseling Center is located in the new Student Center. Students are seen by appointment, as well as on an emergency basis. Referrals can also be made to other qualified Christian professionals in the area.

Health Services

Marion General Hospital Physicians and Nurse Practitioners provide healthcare services, including some pharmacy and lab services exclusively for Taylor University students. The Taylor Student Health Center is located at 1809 S Main Street, across the street from campus. Students may use the Marion General Hospital emergency department for emergency care and urgent problems. Marion General will bill the student's insurance for after hour visits. Students may also use other healthcare providers if they choose.

A full-time student pays a health service fee each fall and spring semester and January interterm. This fee may be waived only if the student is married, a commuter from his or her parent's home, or studying away from campus. In order for this fee to be removed from the bill of an eligible student, a waiver must be obtained from the Bursar's Office and signed by the end of the second week of classes each semester. Health services are not available during summer sessions. In order to take advantage of this service (as a graduate student), you will need to contact the Office of Student Accounts at (765) 998-5123 or bursar@taylor.edu to complete a request and submit payment for health center coverage.

Board of Trustees

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Kathy Stevens, Secretary

Nicholas Wallace, Treasurer

Jonathan Beukelman, Assistant Treasurer for Endowments

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Paige Cunningham, Lawyer, Lecturer, and Executive Director, The Center for Bioethics & Human Dignity, West Chicago, Illinois.

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Barbara Dickinson, Christian Laywoman, Birmingham, Alabama.

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Martha Songer, Vice President & Corporate Relations Officer, Avis Industrial Corp., Upland, Indiana

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Karen Thomas, Christian Laywoman/Homemaker, Lexington, Kentucky.

Nicholas Wallace, CPA, Capin Crouse, Carmel, Indiana

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Steven Whiteman, Former Chairman, President, & CEO of Viasoft, Scottsdale, AZ

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Paul Zurcher, President, Zurcher's Tire, Inc., Monroe, Indiana.

Administration

Executive Administration

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Stephen P. Olson, Vice President of Finance / CFO

Sherri Harter, Interim Vice President for University Advancement

Ronald B. Sutherland, Vice President of Business Administration

C. Skip Trudeau, Vice President of Student Development

Campus Administration

Charles Brainer, Dean of International Programs, and Director, Spencer Centre for Global Engagement

Daniel Howell, University Librarian

Faye Chechowich, Dean of Faculty Development and Director, Bedi Center for Teaching and Learning Excellence

Jeff Groeling, Vice Provost

Michael Hammond, Dean of the School of Humanities, Arts, and Biblical Studies

Thomas Jones, Associate Dean of the Foundational Core Curriculum

Rhoda Sommers, Dean of the School of Social Sciences, Education, and Business

Rob Linehan, Chief Information Officer

Cathy Moorman, University Bursar/Manager of Student Accounts

Timothy Nace, Associate Dean of Enrollment Management and Director of Financial Aid

Janet Rogers, University Registrar

William Toll, Dean of the School of Natural and Applied Sciences

Graduate School

Jeff Groeling, Vice Provost

Timothy Herrmann, Graduate Chair, Master of Arts in Higher Education

Pamela Meadows, Director, Transition to Teaching/Licensure Programs

Carrie Meyer, Acting Program Director, Master of Business Administration

Faculty of Instruction

The year appearing immediately after each name indicates the first year of faculty service at Taylor.

Master of Arts in Higher Education

Stephen S. Bedi, 1991. Professor of Higher Education, Provost Emeritus. BS, Taylor University, 1965; MEd, University of Maryland, 1970; EdD, George Washington University, 1982.

Scott E. Gaier, 2006. Coordinator of the Academic Enrichment Center, Associate Professor. BA, Huntington College, 1994; MS, Purdue University, 1996; PhD, Purdue University, 2003.

Timothy W. Herrmann, 1999. Graduate Chair, Master of Arts in Higher Education, Professor of Higher Education. BA, Taylor University, 1975; MA, The Ohio State University, 1977; PhD, Indiana State University, 2005.

Drew Moser, 2009. Associate Dean of Students/Director of the Calling and Career Office, Assistant Professor. BA, Taylor University, 2002; MA, Denver Seminary, 2005; PhD, Indiana University, 2013.

Todd Ream, 2008. Visiting Professor. BA, Baylor University, 1993; M.Div, Duke University Divinity School, 1996; PhD, Pennsylvania State University, 2001.

C. Skip Trudeau, 1999. Vice President for Student Development and Dean of Students, Associate Professor. BA, John Brown University, 1985; MSE, SUNY College at Buffalo, 1987; EdD, Indiana University, 1999.

Christopher Viers, 2012. Visiting Professor. BA, Wheaton College, 1988; MA, The Ohio State University, 1990; PhD, Michigan State University, 2003.

Master of Business Administration

Dave Arnott, 2003. Visiting Professor. AA, Central Christian College, 1975; BA, Greenville College, 1977; MBA, East Texas State University, 1983; PhD., University of Texas, 1994.

Christopher P. Bennett, 1989. Visiting Professor. BS, University of Oregon, 1971; MBA, University of California at Los Angeles, 1974; PhD, Union Institute, 1998.

Jekabs Bikis, 2016. Visiting Professor. BBA, Dallas Baptist University, 1999; MBA, Dallas Baptist University, 2001; MDiv, Baylor University, 2005; PhD, University of Texas, 2011.

David Deviney, 2008. Visiting Professor. AAS, Tarrant County College, 1979; BAAS, Tarleton State University, 1985; MBA, Tarleton State University, 1987; DBA, Nova Southeastern University, 1994.

Michael Fowler, 2009. Visiting Professor. BS, Xavier University, 1991; MBA, Baldwin Wallace College, 2001.

Brad Lemler, 2004. Visiting Professor. BS, Indiana University, 1982; MBA and Ph.D, Indiana University, 1986, 1990; MS, Texas Tech University, 1991; MA, University of Notre Dame, 1993; MM, Bethel College, 1998; MA, Bethel College, 2000.

Joseph Park, 2015. Visiting Professor. BBA, Seoul National University, 1977; MBA, University of California, Berkeley, 1985; PhD, University of California, Berkeley, 1987.

Jeffrey F. Sherlock, 2007. Professor of Business. BBA, Ohio University, 1988; MBA Ohio University, 1990; EdD, Ball State University, 1997.

Jeff Suderman, 2015. Visiting Professor. BMin, Prairie Bible College, 1991; MA, Trinity Western University, 2001; DSL, Regent University, 2013.

Evan D. Wood, 2009. Visiting Professor. BA, Cedarville University, 1997; MBA, Indiana University, 2004; Ph.D., Indiana State University, 2010.

Transition to Teaching

Lisa Adkins, 2009. Instructor. BS, Taylor University, 1988; MAE, Ball State University, 1992.

Alexandria J. Armstrong, 1997. Professor of Education. AA, San Diego Mesa College, 1980; BA, San Diego State University, 1982; MA, San Diego State University, 1983; EdD, University of Northern Colorado, 1988.

Cheryl Beyioku, 2013. Instructor. BA, State University of New York, 1984; MUP, State University of New York, 1986; MA, California State University, 1996; additional graduate studies, Ball State University.

Pamela Jordan-Long, 1992. Instructor. BS, Taylor University, 1978; MA, Ball State University, 1982; MA, Indiana Wesleyan University, 1992; PhD, Ball State University, 1997.

Anita Lane, 2007. Instructor. BS, Oklahoma State University, 1994; MAT, Webster University, 2000; PhD, University of Oklahoma, 2013.

Pamela Medows, 1997. Professor of Education. BS, Indiana Wesleyan University, 1972; MAE, Ball State University, 1992; EdD, Ball State University, 1997.

Jeremy Mills, 2012. Instructor. BA, Asbury University, 2001; MA, Asbury University, 2003; EdD, University of Kentucky, 2012.

Neva Schwartz, 2004. Instructor. BA, Anderson University; MAE, Ball State University, 1977.

Christina Ward, 2011. Instructor. BS, Taylor University, 2000; MS, Indiana University, 2007.

Academic Support

Daniel J. Howell, 2000. University Librarian; Associate Professor. BA, Western Kentucky University, 1973; MA, Western Kentucky University, 1978; MA, Northern Illinois University, 1984.

Kenneth A. Boyd, 2014. Director of Technology and Learning Connection; Assistant Professor. BA, Ball State University, 1971; MLS, Ball State University, 1973; MS, Indiana University, 1978; MAR, Asbury Theological Seminary, 1988; PhD, Purdue University, 1981.

Ashley N. Chu, 2013. University Archivist, Outreach and Assessment Librarian; Instructor. BA, Taylor University, 2007; MLS, Indiana University, 2012.

Shawn D. Denny, 2006. Information Services Librarian; Associate Professor. BA, Taylor University, 1990; MLS, Indiana University, 1994; MA, Taylor University, 2015.

Scott E. Gaier, 2006. Coordinator of the Academic Enrichment Center; Associate Professor. BA, Huntington College, 1994; MS, Purdue University, 1996; PhD, Purdue University, 2003.

Linda J. Lambert, 2001. Reference and Instructional Services Librarian; Associate Professor. BA, DePauw University, 1975; MLS, Indiana University, 1978; MA, Wheaton College, 1987.

Lance A. Vanderberg, 2013. Learning Specialist, Academic Enrichment Center; Instructor. BS, Taylor University, 2006; MA, Taylor University, 2013.

Lana J. Wilson, 2007. Assistant Director/Research Librarian; Associate Professor. BA, Taylor University, 2005; MLS, Indiana University, 2006; MA, University of Indianapolis, 2013.

Compliance

Taylor University complies with applicable federal and state statutes related to institutions of higher education, including the Student Right to Know Act of 1990, as amended; Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008; the Federal Family Rights and Educational Privacy Act of 1974, as amended; the Americans with Disabilities Act of 1990, as amended; Section 504 of the Rehabilitation Act of 1973; and all federal and state nondiscrimination laws.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- 1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed. At the post-secondary level, the right to inspect is limited solely to the student. Records may be released to parents only under one of the following circumstances: 1) through the written consent of the student; 2) in compliance with a subpoena; or 3) by submission of evidence that the parents declare the student as a dependent on their most recent Federal Income Tax form.
- 2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.
- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Taylor University to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

Intellectual Property Policy

The Taylor University Intellectual Property Policy designates that students retain copyright to most creative work for which they are solely responsible. Exceptions can include work done while employed by the University or under other extenuating circumstances. Although students retain intellectual property rights to most creative work submitted for academic credit, matriculation in the University entails an obligation for students to allow their writing or similar creative work to be used for University academic assessment. Procedures will be followed to preserve the anonymity of students for such assessment. The content and analysis of student writing or similar creative work selected for assessment will be used primarily for internal review of academic programs. Observations and derivative findings from such analysis may be reported to accreditation agencies or disseminated through professional publication but without reference to the authorship of individual students.

Notice of Non-discrimination

Taylor University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Chief Notification Officer:
C. Skip Trudeau, Vice President of Student Development
236 West Reade Avenue
Upland, IN 46989
(765) 998-5368

Deputy Notification Officer:
Amy Stucky, Associate Athletic Director
236 West Reade Avenue
Upland, IN 46989
(765) 998-5314

Public Notice Designating Directory Information

Taylor University may release, without written consent, the following items which have been specified as public or directory information for current and former students: name, address, email address, telephone listing, photograph, field of study, grade level, enrollment status, date and place of birth, dates of attendance, actual and anticipated graduation date, degree, honors and awards, previous educational agency or institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

A current student can request that the University not release any directory information about him or her. This designation must be furnished in writing to the Registrar by the end of the first week of classes in the semester. Request to withhold prevents the disclosure of all directory information. Regardless of the effect upon the student, the institution assumes no liability for honoring the student's instructions that such information be withheld.

Publicity Release of Student Photograph

As a student at Taylor University, each student authorizes and irrevocably grants to Taylor University permission for his or her photograph or image to be used in future University brochures, videos publications, newsletters, news releases, other printed materials and in materials made available on the Internet or in other media now known or hereafter developed.

Services for Students with Disabilities

Taylor University complies with the federal mandates outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable accommodations are made to give students with documentation of their disabilities an equal opportunity for success. These services are provided through the Academic Enrichment Center located in the Zondervan Library.

Student Consumer Information

The Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEOA), requires institutions participating in federally funded financial aid programs to make information about the institution available to current and prospective students. Taylor University has created a webpage entitled Student Consumer Information to provide resources and information for parents, students, employees, and the Taylor community in fulfillment of these mandates. This site will continue to be updated as we build more information that is useful and required.

Student Right to Know Act of 1990

The Student Right to Know Act of 1990 (Public Law 101-542 as amended) requires colleges and universities to maintain records of student enrollment, graduation, and participation in athletically related financial aid. This data is available on the Taylor website and upon request from the Office of Institutional Research, Taylor University, 236 West Reade Avenue, Upland, IN 46989, (765-998-4627).